DOCUMENT RESUME

ED 348 151 PS 020 679

TITLE	Innovation Inventory II: Strong Start. 5 Keys to Excellence.
INSTITUTION	Idaho Governor's Office, Boise.
PUB DATE	May 92
NOTE	58p.; For related document, see PS 020 678.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	After School Programs; Breakfast Programs; *Class Activities; Computers; Decision Making; Discipline; *Educational Innovation; *Elementary School Teachers; Elementary Secondary Education; Futures (of Society); Learning Readiness; Nutrition Instruction; *Parent Participation; *Secondary School Teachers; *Teaching Methods; Tutoring
IDENTIFIERS	Before School Programs; *Idaho

ABSTRACT

This document presents descriptions of instructional and education-related activities of Idaho elementary and secondary school teachers and their schools. Activities include classroom practices and projects, and school programs. Descriptions are presented in five sections. The first section profiles 54 activities that encourage parent participation in their children's education. The second section describes 17 activities that help students adapt to future technology or life situations. Most of these activities involve the use of computers. A total of 12 activities that relate to readiness for learning are highlighted in the third section. These activities generally concern nutrition education and food service programs. The fourth section profiles 21 after-school, before-school, and tutoring programs. The fifth section discusses 15 examples of decision-making practices in schools. These practices include: (1) teacher collaborations; (2) decision-making among parents, teachers, and other educational staff; and (3) control of student behavior. Each of the profiles includes a description of the project and the name and address of the teacher who developed the project or the project contact person. (BC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED348151

INNOVATION INVENTORY II

STRONG START

5 KEYS TO EXCELLENCE

Presented By:

CECIL D. ANDRUS
Governor of Idaho

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. L. Evans

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 020679

BEST COPY AVAILABLE

INNOVATION INVENTORY II:

STRONG START

Table of Contents

Introduction: Governor Cecil D. Andrus

Pages

Plugging Parents In . . . . . 1 - 21

Future-friendly Classrooms . . . . . 22 - 30

Ready to Learn . . . . . 31 - 35

In-between Time . . . . . 36 - 44

Schoolhouse Decision Making . . . . . 45 - 53

Published by

The Office of the Governor
Statehouse
Boise, Idaho 83720
May, 1992

OFFICE OF THE GOVERNOR
STATE CAPITOL
BOISE 83720-1000

CECIL D. ANDRUS
GOVERNOR

(208) 334-2100

May, 1992

Dear Idaho Teacher:

I am pleased to present to you **Innovation Inventory II: Strong Start**, the newest collection of ideas and proven successes from Idaho's teachers.

This publication represents ideas from Idaho's public school teachers, from kindergarten through the twelfth grade, targeted toward the five keys of excellence outlined in our Strong Start education initiative.

In **Innovation Inventory II: Strong Start**, you demonstrate once again that true education reform and improvement depend on the opportunities our teachers have to fulfill their professional potential.

I hope that the ideas contained in this publication help encourage continued sharing of ideas and innovations that will benefit Idaho's children throughout their school-based learning experience. I appreciate your contributions, and I look forward to your continued comments.

With best regards,

Sincerely,

Cecil D. Andrus

Cecil D. Andrus
Governor

Editor's Note:

1) Due to printing constraints, we were unable to include in this document all of the examples of materials provided with submissions. If such materials are referenced or if additional information regarding specific ideas is desired, please contact the teacher or school contributing the material; and

2) To insure that the meaning of any idea was not changed in the editing process, submissions have been reprinted almost verbatim.

Judy McFadden
Mt. Home Air Force Boise Intermediate
200 Main; MHAFB, ID 83648

My students play a year long "Trivial Pursuit" game with their parents. Every Friday we pick five questions from the material covered that week (i.e. meaning of a vocabulary word, a math problem, or an event in history) to ask the parents. It is fun for the students to see that they sometimes know more than their parents. Also, they review and learn the material as they are forming the questions and asking them to their parents. The parents are kept informed of the type of things we are learning.

Ann R. Barrett
Cloverdale-Jt. Bonn. School Dist. #93
3999 Greenwillow; Idaho Falls, ID 83401

The First Graders have books that they take home to read to parents. We work toward the goal of 3 books a week. Most take home a book every night. These books are from Modern Curriculum Press. We have short vowel, long vowel, blends, digraphs, and beginning reader sets. At the first of the year, I tell parents to read the books to them, with them and then listen to them read it. These books really help the students and get the parents excited about their progress.

Sherron M. Lunders
Canyon Elem. School
School House Loop; Cataldo, ID 83810

Since the fall of 1980, our small (enrollment less than 90 students K-5) school has invited our parents to be involved in their students' education by sharing their time and skills with us. This has evolved into a parent-volunteer-aide-to-teachers program with parents helping in a variety of ways. We have parents serving as art, computer, and library aides; as well as helping with materials preparation, tutoring students and helping with fund raisers. At our school's awards assembly in the spring, these parents are recognized for their efforts with certificates and flowers.

Even with our school's small teaching staff and tight budget, these involved parents continue to help us give our students a quality education.

Janice Blackadar
Pioneer Elementary School
907 Sharkey St.; Salmon, ID 83467

Our Guest Reader project has brought dozens of community members in to read to Pioneer School students grades 1-3. Some of the readers are highly visible role models like the judge in his robes, cheerleader, bee-keeper, Scout leader, HS wrestler, physician, school nurse, dance instructor, HS track member, physician's assistant and a midwife. All of these readers came wearing their uniforms and/or carrying the tools of their trade.

Some other Guest Readers have been the school principal, school secretary, local radio broadcaster, city council member, wildlife biologist, carpenter, school psychologist, retired teachers and their pre-school teacher. People have actually called and said they would like to be a Guest Reader.

Every reader receives a button honoring them as members of the Idaho Reading Team and their photos are on our Guest Reader bulletin board. We've all learned so much and it's been a lot of fun.

Tom Owen
Aberdeen High School
P.O. Box 610; Aberdeen, ID 83210

I have my Biology Classes make models of cells in the form of pizza, cake, pie, or jello salads. I feel by letting the students do this kind of homework the parents realize how complex science has become since they went to school.

Sally H. Chambers
Taylorview Jr. High School
350 Castlerock Lane; Idaho Falls, ID 83404

Students have no better role model their parents. A parent is a mentor and tutor. Mom and Dad are one point in the three corners of a triangle. The other two points of the triangle of learning are the student and the teacher. It is essential that the school communicate with the parents. The first communication should always be a positive contact. Therefore, I have made the parent packet as one way to communicate with the students and their parents. As a seventh grade teacher, I have 140 students per day. Each period, once a week I send home **NEWS OF A WINNER!** to the parents. I note a positive grade, and/or behavior. The **IF IT'S TO BE . . .IT'S UP TO ME!** form is used when students do not do their best school work. I have had only positive comments from parents on this form. They thank me for informing them of the "problem." An equal triangle is the key to success for the child.

Doug Wells, Counselor
Lapwai Elementary
P.O. Box 247; Lapwai, ID 83540

Parent volunteers assist students who drop in at the library after lunch. Grocery bags are borrowed from the local supermarket. Students do theme art throughout the year - i.e. anti-drug/alcohol theme during Red Ribbon Week, holiday art - Thanksgiving, Christmas, Valentines, St. Patricks, etc. Key vocabulary words are written on a marker board to include with the art scenes. Students are encouraged to sign their names on the completed bags.

The bags are collected and returned to the supermarket. Family, friends and students themselves then enjoy the art work which is displayed with artist's name on the bagged groceries.

Michele Hoye
Glenns Ferry High School
P.O. Box 850; Glenns Ferry, ID 83623

As a high school math teacher, I am always looking for ways to get parents involved in their children's work. I began sending home monthly newsletters this year that the parents must sign and the students return to class as part of their grade. The newsletters contain information about the specific classes I teach including: chapters and material we will be covering, problem areas the parents need to be aware of, when report cards or progress reports will be issued, special projects or activities the classes will be involved in, an invitation to all parents to come visit their child's class, and an overview of the class objectives and expectations. At the bottom of each newsletter is a math problem that the parent and student must work out together before the parent signs the newsletter. The problem is designed to force the students to include their parents in their math work. I have received several favorable responses from my students' parents and will continue the newsletters next year. I am sure that the newsletter idea can be adjusted to fit any class.

Christine Anne Welch-Galvan / Sue Schiele
Lowell Elementary
1507 N. 28th; Boise, ID 83703

"Mr. Bear," was an idea Sue Schiele got from Oscars Journal, by Susan Durst. It is an excellent program designed to involve both parents and children in reading, writing and sharing skills. For each of my kindergarten classes we have one Teddy bear which travels home each night with a different child. With this bear is a journal in which parents, with children's help, write a story about "Mr. Bear's" adventure to their home. The next day "Mr. Bear" is returned and his story is shared with our whole class. I have found this to be the most rewarding experience with writing, reading and student, parent involvement that I have ever tried. It works! The kids love it and parents get involved!

Mary Ann Sweet
Harrison Elementary School
600 Harrison St.; Twin Falls, ID 83301

When studying cells, cell division, and single cells, living and non-living, I try to involve the parents. For the children to prove to me they have more cells now than they used to have, they must bring proof. They and their parents must find proof of cell division and growth.

We discuss many ways to prove this, such as baby clothes they wore, baby shoes, baby hats, baby blanket etc. If there is not anything they can bring, a picture will work, or younger siblings' clothes, birth certificate footprints, etc.
Each child has a chance to share this with the class.

Jackie Montgomery
Joplin Elementary
12081 W. DeMeyer St.; Boise, ID 83704

Every February my class of second graders and I put on a Patriotic Program called "Celebrate These United States." We memorize parts that tell about our country and how it began and our flag including its parts, their meanings, and how we respect our flag. We sing patriotic songs (This Land Is Your Land, Our Country 'Tis of Thee, Caissons Go Rolling, Yankee Doodle, Grand 'Ol Flag) and we draw pictures to share. Parents help their children memorize their parts and then come to the program which we offer twice in one day. The parents love it, I love it, and the kids learn a lot. If you would like a copy of this program (adaptable at any grade level) please write to me.

Gwendolyn J. Willis
Heyburn Elementary School
P.O. Box 117; Heyburn, ID 83336

I feel parents are our childrens' first teachers, and so to enable our parents to work with their children every Monday I send home a letter that details every subject area and the concepts to be taught during the week, and I also include fun activities or tips to do with these concept areas. I have had many parents respond to these letters and state that tney were able to help their child at home more readily due to the Monday letters.

Another weekly idea I implement in my classroom is the Friday folder. This is a manila folder with a progress report pertaining to the child's attitude, behavior in class and on the playground, and also work accomplished. Each Friday the folder goes home and on Monday the folders are returned with the parental signature. This folder has helped immensely during Parent-Teacher conferences and eliminates delayed problem solving. The folder also serves as a cumulative record of the child's behavior and I am able to note progress or a regression by flipping the progress reports back.

Patti Anderson
Council Elementary
Drawer 68; Council, ID 83612

I have a monthly bulletin board called "Write Back to the Center." Each month a different theme is displayed by the use of colored construction paper forms with writing ideas printed on them. These are available at all times to the students in a file in the classroom. The students choose a form and write stories, poems, lists, letters or whatever it calls for. When they finish their papers they file them and cut out the form and help decorate the bulletin board with it. Once a week a mother of one of the students comes in and collects the stories. She calls individuals out in the hall to help her edit their papers. Then she uses the Appleworks program to type the stories in large print. At the end of the month we have a thick book of stories to read and to put in our class library.

Janet-Lee Murphy
Jefferson Elementary School
200 S. Latah; Boise, ID 83705

Early in the fall, I plan a kindergarten "Parent Night." Only parents attend and the purpose of the meeting is to familiarize them with the kindergarten program and develop an awareness of the special developmental needs of the young learner. Parents are asked to become a child again and in this role they are given the opportunity to experience some typical kindergarten activities. By asking them to do things like use their opposite hand and complete an activity sheet using a whole new, made-up system of numbers--the parents get a feel for the kind of frustrations that an early learner experiences. Other experiences include a simulated 'center time' in which the parents get a chance to use manipulative workboxes, blocks, easel-painting, and clay. Their creations are shared with their children the next day. I feel that this evening lays a foundation for that critical bridge that is built between home and school. Parents feel better informed and are more likely to become involved in their child's education.

JoAnn Andrew
Collister
4426 Catalpa Dr.; Boise, ID 83703

My students take home a Friday folder containing their work and a comment about an area they have done well in. Periodically, their folders also contain a newsletter that tells about areas we are currently studying and featuring poetry, original stories, writings, and illustrations the students have done. Their work is reduced and photocopied so they can read and share our work and accomplishments with their families. Hopefully this helps parents be more easily aware of their children's self-esteem and sense of achievement.

Denise Scholl
Camas County Elementary
P.O. Box 368; Fairfield, ID 83327

Parental involvement is an important element in my classroom. To promote parental involvement I have designed a "weekly letter" which provides a means of correspondence between parents, students and myself. This letter is sent home on Fridays and returned on Mondays. It is used to keep parents updated on concerns, achievements and important events. It also provides an opportunity for parents to voice concerns. I gained this idea during my student teaching when the teacher used a monthly letter.

Carolyn Harris
Cascade Elementary
Box 291; Cascade, ID 83611

Good parenting is sorely needed and parenting classes provided tend to be attended by those parents who least need them. Therefore I would like to see two things implemented into all school systems.

(1) Mandatory parent attendance at parenting classes by all families eligible for free lunch services in order to qualify for those services.

(2) Four years of mandatory parenting classes at the high school level. These skills are much more important than English, Math, Science or any of the courses and skills in which we now train our youth.

Michael L. Pennock
Kennedy Elementary
60 S. 5th W.; Rexburg, ID 83440

Please find attached a model of my "Parent Bulletin." Handed out on Friday each week, it allows the parents of my students to evaluate quickly their child's progress during that week in my class. This is very efficient and effective in getting the "message" through to parents on pertinent items that were covered during the previous week. It also allows parents to respond to any part of the previous week's program that they don't understand or agree with. It has been very beneficial to all students who are in my programs. Parents really need this type of approach to bridge the gap between home and school.

Pat Eck
Bovill Elementary
P.O. Box 686; Bovill, ID 83806

Our health program is called "Growing Healthy" which is currently the only elementary level health program recognized by the National Diffusion Network.

This program was built around numerous innovative teaching techniques. One particularly important component consists of student learning centers which require a large amount of parent assistance. This learning opportunity allows parents to directly connect with the educational process in a meaningful way.

The only drawback is finding enough parents with free-time to come in and help!

Dorma Monroe
H.E. Thirkill Elementary School
60 E 4 S; Soda Springs, ID 83276

Parental involvement is very essential to a child's success in learning. One of our parent-class activities is, "Our Special Parent Hour." Every Friday morning between 9:15 and 10:15, five parents come to spend a special hour with their child. Six stations are set up:

2 Computer Stations
1 Basic Reader Station
1 Word Bingo Station
1 Comprehension Storytime Station
1 Spelling Bee Station

A parent works at each station.

The children are divided into groups of five for each station except for the computers. One child and one parent are at each computer. A list of names is posted by the computers. A check mark is placed by the child's name after his turn is completed. Every 15 minutes a bell rings and the children rotate around the room to each station. The two children who finish their turn at the computers join the groups of those who are assigned to the next 15 minute block at the computer. Small inexpensive prizes at the Bingo and Spelling Bee help to make it more exciting.

Kathy Kuntz
Osburn Elementary
Box 1008; Osburn, ID 83849

We have had a senior citizen volunteer to be our school's crossing guard for the past 3 years. He is also a grandparent - so we are really plugging extended parents into helping with the safety of our students.

Karen Chamberlain
Osburn Elementary
Box 1008; Osburn, ID 83849

After studying George Washington in February, I read the children a story called George Washington's Breakfast by Jean Fritz.

Because of the enthusiasm built by the story, we then plan a breakfast of "hoecakes and tea." Children help plan the menu, make placemats, and volunteer to bring ingredients. A letter goes home to the parents explaining what the activity is going to be and asking for parent help.

Six or eight parent volunteers work in the classroom doing various cooking, serving, mixing, and clean-up jobs. A great time is had by all. Notice we have this "breakfast" for lunch. Attached are some letters that go home.

Shirley Hodgdon
Osburn Elementary
Box 1008; Osburn, ID 83849

Every fall I have a bulletin board designed as a football field. It is entitled "We Like to Read." Directions are posted as follows:

1. Choose an interesting book.
2. Be sure you can read the book.
3. Read the book.
4. Fill out the award ticket.
5. Put the ticket in the can.
6. You may read at home and bring a note signed by a parent including the name of the book and number of pages read.
7. Be honest and follow the rules.

Award: Read 25 pages and move 10 yards on the football field. Touchdown equals a prize from the treasure chest. The board is lined with football players. A football with each child's name on it is what moves as pages are read. I have a parent who comes in once a week, adds up the pages read and moves the footballs. A sticker is put on the football every time a touchdown is made. The parent learns the names of the children on my desk who have made touchdowns and I give the prizes at a convenient time for me. The kids love it!!

Mary Beth McDonald Breen
Osburn Elementary
Box 1008; Osburn, ID 83849

I have 1 parent aide that comes in 3 days a week to help with the CIRC program. This mother helps students stay on task, locate information, interpret and understand questions, clarify and write ideas. She also corrects and evaluates written work done by the students.

Charlene Davis
Boise Reading Council - Boise School District
1207 Fort Street; Boise, ID 83702

The Key-to-Reading program is a two-week reading program to promote reading at home. Each day a parent and child read together, or to each other, for 20 minutes. Those students who complete the required reading fill out and return the record sheet. The students then receive a certificate, a gold seal and a 20% discount coupon from a local book store. Kindergarten, first, second and third grade classes of the Boise School District will participate in the Key-to-Reading program April 5 - 18.

Betty Smith
Tiebreaker Elementary
3100 First Street; Idaho Falls, ID 83406

This past year has been especially successful with my "Parent Resource Program." We had Mrs. Braun, a nurse, do a lesson on "Our Bodies;" Mr. Spencer, an artist, gave us a lesson on perspective and line and design; Mrs. Curtis, a teacher, played her classical guitar and we learned some music appreciation. Mr. Burtenshaw, an electrician, gave us a "hands on" lesson about electronics; Mr. Brown, a prominent businessman, came and gave us a lesson on "How to Use the Telephone Book." Mrs. Leavitt, a rockhound, brought her rock collection and discussed geology with us. Mrs. Bradley taught us origami for our Japanese unit. We have learned so much from the parents willing to share their expertise with us. We've also used parent tutoring and an Open House to show and explain the children's progress by using portfolios. In our 3rd grade program we had parents helping with costumes and props. This has been a success in using the talents of our parents.

Betty Spickelmire
Grangeville Elementary
400 So. Idaho Ave.; Grangeville, ID 83538

At the end of each day we take time to review what we have learned and write this on our newsboard. On Friday, I copy each day's entry along with the children's Friday journal entries (which I discuss ahead of time so they know it will be published) to a class newspaper. I also tell parents what we will be covering the next week, and keep them informed about upcoming activities. We spend some time Friday afternoon reading our newspaper before the children take it home. This has been an easy and effective way to keep parents informed.

Ruth Taylor on behalf of Park Intermediate School Staff
Park Intermediate School - Weiser School District 431
758 East Park; Weiser, ID 83672

Each Friday every classroom sends a Friday envelope home with the student's finished work, notes on incomplete work, and comments from the teacher. Parents are asked to review the work, and comments from the teacher. Parent are asked to review the papers, sign the envelope and return it to school on Monday.

To improve our students' reading skills, we have a family reading program. The family keeps track of the number of minutes read by each family member during the week. This is totaled and returned to school on Tuesdays. The classroom at each grade level with the most minutes read at the end of the quarter receives coupons from our local Keystone Pizza for each family.

We hold Parent-Teacher Conferences twice a year, at the end of the first and third quarters.

A monthly newsletter is sent home to each household. The newsletter includes a letter from the principal, lunch and breakfast menus, and a letter from that child's classroom teacher. We also include such items as conference requests and picture envelopes when it is appropriate.

Sister Benita Hassler
Jefferson Junior High School
3311 So. 10th Ave.; Caldwell, ID 83605

One activity we've started at JJHS to increase Hispanic Parent involvement is a mid-year FIESTA. Students in the ESL classes decorate their classroom with across the curriculum and around the world displays, showing examples of their integrated growth in English, Spanish, math, science, geography, typing, computer, and art. They bring their families to the room, do bilingual introductions, and explain their progress. In the multipurpose room, they perform a short bilingual drama and lead a bilingual sing-along with their families, teachers, tutors, and administrators participating. After sharing lunch and conversation, to end the three-hour party, the younger family members break the pinatas made by the ESL students. This fun event leads to friendly, forward-looking half-hour individual family conferences scheduled for a later date.

Phil Gerrish
O'Leary Junior High
2350 Elizabeth Blvd.; Twin Falls, ID 83301

In my 17 years of teaching in Idaho public schools, I have been a part of many programs designed to reform education. Despite the efforts and expense, test scores, student attitudes toward learning, and respect for authority have all dramatically declined. This trend, I believe, reflects the status of the family more than any other cause.

As public educators, we can not expect to take the place of the parents, as so many programs attempt to do. We must begin to reward those parents who are actively participating and create means by which the uninvolved will be drawn in.

The "Plugging Parents In" key must be translated into practical terms by affirming the parents' role at every opportunity, particularly in the area of finances. Education must be built around the concept of "plugging parents in" to their kids more than into a system. Education reform must focus on reinforcing parental choice through financial incentives. I recommend that we look into methods used by other states which are successfully using voucher systems. The plan needs to encompass the educational choices for all aged children. In order for the voucher system to effectively reinforce parental responsibility, it needs to be broad in application, including private, parochial and home school options.

One aspect of this approach is being utilized in the Capistrano school district in California. The district offers $1,000 for each home schooled child while still receiving the remaining portion of the A.D.A. allotment. Both the public and home school are benefited; the schools enjoy a lower teacher-to-student ratio and home schools are enriched financially.

The "key" of "Plugging Parents In" must become the centerpiece of education reform. It cannot be accomplished with mere lip service, but must include financial incentives. We recognize the parent's crucial role, now we must begin to structure education around it. For truly, "a child has no better role model than the most important mentor and tutor - mom and dad."

Janice Hill
Council Elementary School
Box 68; Council, ID 83612

Materials needed:

1/4" graph paper one for each student, 1 sheet for each fact you are working on, such as +1, +2, -4, -5, x6, x3, or /6, /4

The parent times a child through one of the sheets. This is done orally. I give them 3 minutes to get through 30 problems. At the end of 3 minutes a square for each correct problem is colored in. If the child did at least 30 problems then he/she goes on to the next sheet. For example- pass +3's go on to +4's. My sheets have 60 problems on them. I keep the sheets and the graphs together. By looking at them I can see who is learning their math facts and who still needs help.

Bev Howard
McCall-Donnelly Elementary
Box 967; McCall, ID 83638

As a major part of each child's "Special Week," I invite parents to come to the classroom to share their occupations and/or hobbies.

We have had dentists with a tray of instruments, carpenters with house plans and tools, a smokejumper with his gear, a doctor with a microscope and stethoscope, a backhoe operator with his backhoe on the playground, etc.

One mother demonstrated her hobby of quilt making and brought paper designs to make a paper quilt. Another mother shared her hobby of glass etching while another shared the process of getting her citizenship papers.

We also include brothers and sisters in the same building who share stories or school experiences.

It makes each child feel good about their family and its worth.

Dawn Keller
Tendoy Elementary
957 E. Alameda; Pocatello, ID

Friday is a time to put school work aside and enjoy the weekend. Our school keeps this tradition with one exception- "Pink Math." Every Friday, a Math review sheet goes home with each child in the entire school. The page is only review, always on pink paper, and is the only work that goes home for the weekend. Students are asked to complete the sheet then review it with a parent. A signature from the parent is required.

Papers are returned and checked for signatures, signifying a parental review. Rewards are given to 100% participants. Parents have really "Plugged In" to this simple, yet effective, activity. We've gained much.

Louise Bird
Middleton Primary
115 West Main; Middleton, ID 83642

Our kindergarten encourages parental involvement throughout the kindergarten program. One of the ways parents stay in touch with their children's progress is through our monthly Family Homework. Each month the families' homework assignment is sent home along with directions, examples, and suggestions. The families are also encouraged to try unique approaches and strategies to complete the projects that will be returned to school to be displayed and celebrated in a public area. Some projects such as books, are compiled and sent home to be enjoyed by the families for years to come.

Monthly Family Homework

SEPTEMBER Children along with their parents map out a safe route to school. If possible the children walk this route with their parents several times before they are expected to walk or ride their bikes to school alone. If the route will be taken in a school bus or car, the parents review the route with the child. The parents are asked to talk to the children about home address, phone number, and emergency plans. The colored maps of the children's routes to school are displayed and used as introductions to safety units at school.

OCTOBER Parent and child explore and illustrate different ways that a pumpkin could be carved or decorated. These poster board "family pumpkins" are returned in time for our class jack-o-lantern carving day. Parents are asked to join and assist us. As a group we celebrate both the family pumpkins and the real jack-o-lanterns. Safety on Halloween is stressed at this time. Parents are asked to tell children about their memories of Halloween.

NOVEMBER Families create an "heirloom" by decorating a large tagboard turkey that can be displayed in homes for Thanksgiving. It is suggested that the turkeys be decorated using meaningful materials that will hold memories to each member of the family. Example: Using pieces of material from various worn out baby or children's clothing, along with a piece of material from dad's old workshirt or grandpa's overalls. These turkeys are displayed at school for Grandparent's Day (the day before Thanksgiving) and returned home for the holiday.

DECEMBER Parents discuss with the child a family winter or Christmas tradition. These traditions are written down in story form and returned to school. The traditions are compiled and published. The traditions book is wrapped and returned home as a family gift.

JANUARY Parents assist children with finding birds or squirrels that might need additional food to make it through the winter. Parents work with children to make a bird feeder using discarded materials such as milk cartons, tree branches, or pinecones. Children dictate this experience to their parents. The written material is returned to school and made into a class book.

FEBRUARY During Nutrition month, the parents are reminded of the proper ways for children to brush their teeth. The family keeps a chart to record and remind children to brush their teeth each day. Healthy eating is also an important part Kindergarten studies. Families are asked to make up a new healthy recipe or to rewrite an old recipe in a way to encourage healthy cooking and eating.

MARCH Children practice public speaking and storytelling by telling a joke or a funny story about their family to the class. Parents help write down the joke or the story and this becomes part of a class joke book.

APRIL The family is asked to think of the world and of some of the concerns they might have for their environment. Environmental issues are introduced in class and expanded on at home. The family works together to devise a plan that allows for recycling, reducing, and reusing our resources within their immediate home environment.

MAY Our end of the year rodeo involves parents and grandparents. Parents provide props and materials to get the cowgirls and cowboys off to a good start with a sock and broomstick horse, 10 gallon (sack) hat, and plenty of straw to sit on. Grandparents are invited to assist with square dance calling or rodeo banner making. This becomes a community event that encourages traditions, sportsmanship, and cooperation between families and neighbors.

Lana Parker
Buhl Middle School - Buhl, Idaho
216 7th Ave. North; Buhl, ID 83316

Students develop better self-concept through parent student communication. Parents need to be informed of the issues.

Beginning in the fall of 1992, I am planning to establish a monthly "Parent Health Awareness Night." My goals for this project are to open lines of communication between parents and students as well as parents and teachers. Parents will be following the health curriculum that their students are studying at school.

Topics I am planning to discuss include teen suicide, drug and alcohol education, STD awareness, stress, lifetime fitness and wellness.

I am planning to draw persons with expertise in these subjects from the community as speakers.

In educating parents and making them aware of the same issues that we are so desperately trying to impress on their children, I am hoping to open new and positive lines of communication.

Marilyn Smith, Betty Spickelmire, Marilyn Wimer, Meleah McCulley
Grangeville Elementary School
400 South Idaho; Grangeville, ID 83530

The Early Literacy Committee at Grangeville Elementary was formed by a group of teachers and individuals dedicated to reading success. Their message is to convey the importance of talking, reading, responding and listening to young children, to create an awareness of books and language, and to lay a foundation for school success.

In the interest of helping parents to understand their role in language development, this committee has written and circulated its message in a pamphlet which accompanies an ABC storybook gift packet to new mothers at local hospitals. The colorful books are purchased by our local PTA. The pamphlets are also found in doctors' offices, the Public Health Department, and the Child Development Center.

Members of the committee give literacy workshops for Head Start and preschool parent groups, participants in the County Health Department Parent Program, and the high school adult living classes. Lists of children's favorite books are posted at the local library.

The Literacy Committee is also proud to sponsor an annual "Night of a Thousand Stars" where families come to hear prominent community personalities read from their favorite children's stories.

This dynamic committee strives to convince parents of their role in enabling their children to enjoy school success by immersing them in rich language environments.

Tracy Leinbaugh
Bryan Elementary School
802 Harrison; Coeur d'Alene, ID 83814

Bryan Breakfast Club meets one hour before school once a month. Free childcare and a continental breakfast are provided. Parents filled out a needs assessment, and a workshop is offered each month which reflects the results of the needs assessment. Also, parents indicated a need for parent support groups. Each group appoints a contact person for new participants, and selects a meeting time and place most convenient to them. Before each Breakfast Club meeting, a newsletter goes home with each student inviting all parents to participate.

Mary C. Thomas
Mt. View Elementary School
3500 Carbarton Lane; Boise, ID 83704

My reading students are involved in taking home books of their choice nightly. Each child has his/her own take-home reading folder. The parents and child read to each other, the parent signs and dates the folder and it is returned to school. For each book read, the child puts a star on his/her folder. After a determined number of stars have been earned, the child selects a reading prize such as a pencil, bookmark, etc. The books selected include easy-to-read books as well as high-interest /low vocabulary books.

Arlene Marshall
Homedale Elementary School
Box 187; Homedale, ID 83628

In our kindergarten class, when we are studying letters and beginning sounds, we encourage the children to bring something from home that starts with that letter and sound. What a variety of things we have seen. When we were on the letter M, one little

girl brought her daddy whose name was Mike, and Mike brought his friend Mike. Then we had M & M. They brought a wonderful treat for us -- Yes, you guessed it! "M & M's "

All the children cheerfully learned the letter "M" and did not forget the "M" sound. What a role model for Caitlin! Her daddy took the time from his busy accounting firm to become involved in her school day.

Jill Kennedy Parker
Substitute Grades K-12 Various Boise Elementary/Secondary
724 Warm Springs Ave.; Boise, ID 83712

Using a daily snack program as described in Key 1, involve a member of the family or neighbor of the child who is "in charge of" or whose "snack day" it is on the calendar as a classroom volunteer on that particular day. They will be able to model behavior as a team member helping to produce a treat for friends as a host, help show how to clean up after oneself, and then enjoy the snack along with the group and their child.

Jeannie Fitch
Riggins Elementary School
Box 872; Riggins, ID 83549

Parents are a very valuable part of my first grade classroom in Riggins Elementary School. Besides offering an open invitation to visit anytime, parents are especially encouraged to come to school for a visit during their child's "Student of the Week" time. This has been a wonderful program; we have learned a lot about each family, their pets, their favorite things, etc . . . . and the parents have learned more about their child's school situation. This program has offered a time of sharing for the parent and the first grader without interruption of siblings as well as allowed the parent to know about the work accomplished by a first grader in one day. What a feeling of pride and love that first grader has as he introduces his "guest" and tells something special about him.

As the parent sees first-hand the hows and whys of specific learning skills, they are better able to help with "homework" of reading or math or spelling in the same light as their child is learning at school allowing consistency for the child. Giving the parents this specific time and knowing it is their child's week, gives them a more comfortable feeling about visiting the school.

Of all the important features of the parent visiting the classroom, the relationship developed between teacher and parent to better help the student is by far one of the most important. I have the freedom to call any of my parents with a compliment or a concern about any student because of the relationships we have developed through working together for the betterment of the child.

The "Student of the Week" program offers lots more as the student gets to do lots of things for the teacher as a helper and a leader, but "Plugging the Parents In" is by far the most valuable feature of the program. Parents are the child's mentors. . . parents need to know more about their child than just what takes place at home. . . parents need to know about their child and school. . . plugging parents in and allowing them to feel a part of their child's school life is a valuable tool in any classroom or school building.

Jeannie Fitch
Riggins Elementary School
Box 872; Riggins, ID 83549

Reading aloud to mom and dad at home and earning a reading certificate from teacher is a super way to plug parents into their child's educational process. Reading is the most important skill we learn in the first grade. Everything we do from letter recognition to words to sentences to stories is the very foundation for reading for the rest of our lives.

As the student diligently progresses through this reading process and can finally announce, "I can read," he soon discovers that he can ONLY read the reading books he has at school and no one at home will ever believe him! To help eliminate this dilemma and encourage students to read at home and parents to listen to them read, I have developed a way for children to read to their parents and earn a "Reading Certificate" from the teacher.

The students take home their reading book with a list of all the stories listed on it and a place for an adult's signature. The adult listener can be a parent, grandparent, friend, or neighbor who can read and give help where needed. When each story listed has a signature, the student returns the book and the list to the teacher and receives a special certificate for his efforts. This project is plugging students in as well as plugging parents in. . . and they get to work together which is even better. Children need parents who will TAKE the time to be with and do things with them.

Elaine Womack
Pioneer
515 South 4th East; Preston, ID 83263

Our half-day kindergarten students are bused only one way. I ask for a parent volunteer to come and read to the children on a week when they drive.

The morning parents come 20 minutes before the morning session ends. The afternoon parents volunteer for the first 20 minutes of the afternoon class. They meet in a small conference room near mine.

Parents bring their favorite children's book and read to a different small group every day. (I have all instructions written out and groups chosen.) After the book is finished parents play learning games that I provide.

My students enjoy the small group attention and parents like meeting their children's peers and interacting with them.

Judy Studebaker
Harrison Elementary
600 Harrison St.; Twin Falls, ID 83301

In my room students copy objectives as well as assignments from a chalkboard that has been divided by floortape to resemble their dittoed assignment sheets. The assignments and objectives remain posted and in view all week.

The assignment sheets go home with papers in Friday folders. This helps students, teachers, and parents realize and focus on the desired objectives.

Students are awarded "school bucks" for assignment sheets returned with their parent's signature and for home reading. At the end of the quarter we have a white elephant auction to use our school bucks.

Sandra L. Calkins
Richfield Elementary
Box E; Richfield, ID 83349

Let's face it--helping your child at home is work! Providing the right environment for your child to learn takes effort! None of us, even the most dedicated of teachers, would be willing to work without a reward. To plug parents in to caring about their children's academic success, we must provide a reward.

This project would provide mini-grants which parents can earn by effectively helping their children. Parents would apply for the grants much as teachers apply for grants in their classrooms. Parents would write a description of what they have done to help their child. They would describe a specific need to further help their child, i.e. a microscope, a specific book, a learning game. Grants would be awarded by the individual district on the basis of effort and the value of the need expressed. These grants need not be large--$25.00 or less presented to three or four parents each nine weeks, should be enough to give parents an incentive to give their children that extra help which will make a difference.

Jennie Lou VanEps
Irving Kindergarten Center
440 W. Judicial; Blackfoot, ID 83221

Many parents of kindergarten children work and do not have time to come in to the Kindergarten Center on a regular basis. I urge such parents to be "Drop-in" Volunteers. They come in when they have a small segment of time. They can read a story to a small group of children, bind a book, put library pockets in books, or get acquainted with a shy child. They drop in for the special excitement of the Halloween parade or on that wonderful day when our chicks hatch. In this way, very few parents are excluded as school volunteers.

Charlotte Applegate, Pat Lupo, Rayna Farrell, Catherine Pierce
Heyburn School
1405 Main St.; St. Maries, ID 83861

A summer activity bag went home with each grade 2 student the last week of school. The activities in the bag were chosen because they enriched, supplemented or reinforced grade two skills. We included a weather balloon art project, cursive writing practice, rainy day games, and a chart to keep track of daily reading time. A calendar of suggested activities for June, July and August provided the parents with suggestions for free, easy,

fun things to do with the child. A cover letter to the parents explained the purpose of the bag of goodies.

Catherine Pierce
Heyburn
1405 Main Street; St. Maries, ID 83861

I send a letter home describing gr. 2 curriculum about the third week of school. At that time I skill test to check for skill retention over the summer. I confer with the parents of the children having difficulty. I give suggestions on how to work at home. At the end of the year, I sent a letter with suggested summer activities and a list with highlighted skill areas. This list alerts the parent to areas to work on during the summer months. (I have enclosed copies of the letters.) Our school sends home a summer activity bag at gr. 2 level.

Linnie Jensen
Caldwell High School
1100 Willow; Caldwell, ID 83605

A school-home journal has been very successful for many/all of my students. This is a journal that I or the student write a couple of sentences in about what happened that day at school. My students were returning home from a "fun day" at school, and parents asked "what did you do today?" The students reply was "nothing." At parent conferences, the parents would mention some neat experience that had happened, and I did not have a clue. So parents and students started writing in the evening about what they were doing, or sometimes a request for information or help. Parents have said they feel less threatened and it opens an avenue for communication, when phone calls are difficult.

Diane Burns
Amity Elementary
10000 West Amity Road; Boise, ID 83709

In celebration of the kindergarten children learning the letter name and sound of P and as a way of sharing our math pattern activities, the parents are invited to a Parent Pattern Party at school. The parents are invited to come dressed in a pattern, (plaid, stripes, etc) for the full kindergarten session to participate in pattern activities and other learning centers that involve words that begin with a P. We do such things as make pretzel, popcorn, and peanut patterns on a pink paper placemat. We make pretty pink and purple patterns on party hats. We make pink potato prints on purple paper, we estimate how many pennies in a jar, and we make different patterns using math manipulatives- such as pattern blocks, unifix cubes, geoboards, learning links, stringing beads, and flexi blocks.

The day is perfect as the parents work as partners with their kids. I had 100% attendance in the a.m. class and 95% attendance in the p.m. class.

Sharon Kortuem
Kellogg High School
Jacob's Gulch; Kellogg, ID 83837

For our high school Spanish II classes I designed an out-of-class project to help students learn the material by teaching it to another. This concept of peer-tutoring has been proven to enhance student learning a great deal.

The project was called "Learn Twice, a Tutorial Project" (see enclosed copy). The student as tutor chose a parent, sister, brother, friend, etc. to serve as their tutee for one semester. The student was required to design 16 language lessons and 6 cultural lessons to teach his/her tutee. The material taught revolved around things learned in Spanish I.

The project booklet was collected and graded twice. A final evaluation was completed by both parties. Comments were generally positive and this was reflected in the classroom on a daily basis as I saw my students solidify old material and organize new learning in their new role as "teachers." Faithful tutees patiently devoted time to their children or friends to aid them in completing the project as well as learning Spanish themselves. The exchange of time spent learning together enhanced all concerned and advanced the goal of foreign language learning in our area. Who knows, perhaps some budding foreign language teachers were born!

Linda Hall
New Plymouth Elementary School
P.O. Box 50; New Plymouth, ID 83655

Parental involvement is a key to excellence in the Chapter I program at the New Plymouth Elementary School. Several years ago a "Home Reading and Math" program was developed to motivate the Chapter I students to succeed in reading and math. The program was designed to supplement the regular classroom curriculum, reinforce skill areas, help establish lifetime reading habits. It was designed not to be a burden for children or parents but allow the parents to be a mentor and tutor to their children.

The program begins each fall after Chapter I students have been identified. Parents are contacted and the program is explained by the resource teachers. In the Chapter I reading program, the teachers ask the students to read one book each week outside of the resource room. The students give an oral book conference to their Chapter I teacher each Friday. The students earn points for each book read and these points are turned in for prizes every 6 weeks. Oral reading is encouraged as well. Students are asked to read to family members. They receive two additional bonus points for every 15 minutes they read aloud. Parents sign slips verifying the reading and these slips are returned each Friday. When the book is completed successfully, the teacher sends home a book award with the student to share with the parents. If parents read with their students, the teacher will send an award or note to the parents thanking them for their support and good work.

The home math program is similar to the reading program. Those students who have been identified for the Chapter I math program receive an additional three to five pages of practice activities to do each week. These pages are completed at home and may include problem solving activities, family math exercises or skill reinforcement pages. They are returned to the Chapter I teachers on Friday and extra points are earned to cash in on prizes. Students receive a written award for each set of activities that is completed.

This helps keep parents informed about student progress.

The Chapter I teachers also use Parent/Teacher Correspondence Logs. This is a log sheet that allows the parents and teachers to communicate daily or weekly on the progress the students are making. Teachers may make assignments, ask specific questions about how students are applying strategies, or make comments on students' progress. Parents make comments about what they are observing, ask questions and make suggestions. These log sheets have proven to be very helpful in maintaining contact and continuing support from the parents.

Sustained effects studies reveal that those students who participate in this aspect of the Chapter I program make the most gains. They often accelerate and no longer need Chapter I services. This program is based on current educational research which supports parental involvement, 10-15 minutes of daily oral reading, oral book reports and shared reading, family math activities, and close communication between parents and teachers. "Home Reading and Math" at New Plymouth Elementary is an innovative, cost effective, worthwhile program which has promoted success for our at-risk populations.

Julie Van Osdol
Jefferson Elementary
School District #25; Pocatello, ID

Parents are the child's first teachers and as such need some ideas and techniques for how to's in providing enriching situations for their preschool child. The Early Prevention of School Failure program provides a developmental skills checklist that moves a child through the pre-academic areas of fine motor, auditory, language, gross motor and visual. It provides many ideas for teaching in these areas. The money from this grant would provide parents with materials needed to teach these activities as well as instructions as to how to blend them into family life. Materials could be housed in the kindergarten classroom and checked out to parents of kindergarten children or preschoolers living within the school area for a given period of time. Materials would be such items as scissors, books, beads, puzzles. Ideas would also be included for parents on how to talk to their children and help them strengthen listening skills. With the support from the parents incorporated with the knowledge from this program and a link to the schools, it is hoped that preschool children can come to school with skills that will help them achieve success. Parents can be the key in their child's success.

Dorothy B. "Debbie" Juola
Meridian Elementary School
48 W. State Avenue; Meridian, ID 83642

I use a briefcase as a means of involving parents in the writing process. The briefcase, made of brightly colored plastic, contains several pieces of notebook paper, several pieces of unlined paper, two sharpened pencils, an eraser, a box of crayons or markers and a spiral notebook. A student checks out the briefcase and takes it home overnight. At home, the student writes a story on the notebook paper and illustrates it on the plain paper. The story can be about anything.

Then, in the spiral notebook, a family member can write another story. Parents, brothers and sisters and grandparents have all written stories in our notebooks. The next day the student-author gets to read both stories to the class. Student stories are displayed on a home writing bulletin board and eventually put together in a book to keep. Family stories remain at school.

Students are helped to want to write when they see their parents and others writing.

Marcia Scott
Centennial Elementary
522 Mason; Nampa, ID 83651

Our building is very fortunate to be one of two schools in Idaho piloting the IBM program called Teaching and Learning with Computers (T.L.C.). In our room we have six computers. This network allows my students to be exposed to a myriad of integrated learning experiences within a risk-free environment.

Each day, each child can be pre-set to a program that will meet their specific need; language arts block and math lessons take place through rotations. The rotations allow me to meet with the students in small groups of six, after which they rotate to computers, manipulatives and seat work. The seat work serves as a hard copy for me to evaluate for specific problematic patterns and to inform parents, between conferences, of their child's progress.

The students enjoy these rotations which offer opportunities for group work, individual independent work, and for me to meet with them more intimately, on a one to one basis. For example, we are currently doing a "Pizza" unit, which I begin by setting up four heterogeneous groups. In our community "Round Table Pizza" has offered to donate a pizza lunch to the classroom as a culmination to this integrated unit.

Each group is given a class list and asked to devise a way in which they can discover which of three pizza types each classmate prefers. Once this is accomplished, they must compile the results of their interviews and research into a useable table of statistics, because each group is asked to create a graph. These graphs include a bar graph, or a line graph, or a pie graph or a pictograph. Later during this unit, we will use an actual menu to problem solve how many pizzas, of which type, we will need to order and what would be the total cost, if we needed to pay for our lunch.

During the language arts block, groups have specific tasks assigned to them involving subskills.

One group will be responsible for researching pizza, its origin, ingredients used and the reasons for using those specific ingredients and how a restaurant successfully measures the ingredients for large quantities. They will present their report to the class after using library research skills to glean information from text, interviews with pizza parlor management and using the writing process to create an informative paper.

A second group will write letters of invitation and thanks to Round Table Pizza, and to other persons who have helped and/or will be invited to our lunch. This group will also use the writing process to successfully complete their task.

Jeannie Jensen
Dworshak Elementary
1901 Overland; Burley, ID 83318

Outdoor Classroom: Our outdoor classroom contains a greenhouse, pond, desert area, garden area, wild area, flower area, tree area, and a lecture area. In this outdoor classroom we can teach Project Wild, Project Learning Tree and Ag. in the classroom.

Planting and growing have a great importance in our area. Teaching these children first hand what is involved is one of the best learning experiences these children will have.

Dee Fillmore
Sunny Ridge Elementary
506 Fletcher Drive; Nampa, Idaho 83686

In elementary music, one innovative way of teaching the basics in music is through music software. This can be done effectively using a computer lab of 15 or so computers, not more than two students per computer.

The computer lab needs to have a network system so the teacher needs only one disk per program. All students would then be working on the same program/same level. (After instruction on the program, students may then move on to other programs.) Each student may work at his/her own pace and level using the advanced programs on the same disk as the beginner.

The advantage of using computers over teaching the same material using overheads, chalkboards, worksheets, etc. is that the student works at his/her own pace, they are using their hands to produce material, if they don't respond nothing happens on the screen and it can be competitive if so desired.

I have used several programs with several grade levels and all students seemed very excited about the programs. They were doing the work on computer so they could accomplish action on the screen. This gives students immediate response. I believe computers are very suitable for a part of the child's understanding of music. In the future, we will undoubtedly see increased involvement with computers in the field of music.

Ruth Newell and Donna M. Lhouise
Edahow School
2020 Pocatello Creek Road; Pocatello, ID 83201

We have software that has been acquired from various sources: 1) TROLL book club, 2) MECC, 3) Public Domain, 4) DLM, 5) Microzine and Microzine Jr. [Scholastic], 6) software from text book publishers. Many people overlook the Public Domain programs because the programs are not sophisticated and do not have graphics. But we have found that some of these are excellent because there is not a lot of time wasted waiting for 'cute pictures to do their thing.' The software covers most areas within the classroom curriculum: 1) reading, 2) spelling, 3) math, 4) creative writing, 5) social studies, 6) science, 7) language arts, 8) problem solving, 9) art. We feel this adds a new dimension to the classroom learning experience that is fun and exciting AND brings them into the modern world of technology. Even students in the very early grades are aware that computers are part of the "outside world."

Computers can be a tool that allows immediate feedback to the students when they are doing drill work. In the classroom we have used it for practice work for the slow students, the average students and the advanced students. While the teacher is working with one group, another group can be working with some form of 'paper-practice' or at a learning center, and still another group works on the computer with practice work that fits the individual needs of the group (skills that need extra attention). Another approach that we use during this type of work period is having a slow learner work with a fast learner at the computer. If the program requires reading, and one student has a learning problem in reading, a student with good reading skills will work with the slow learner. Many

times we have found that when it comes to problem solving skills they can BOTH work at much the same level. This not only helps build reading and thinking skills, it also builds self-esteem and confidence. It also gives students with two different learning styles something in common.

The computer can be used in another way to build the self-esteem and the confidence level of a student. One particular student came to us with many learning problems and needed special education help for the academics. However, the boy took a keen interest in the computer and learned how to boot up the computer, how to start various programs, and how to print hard copies. He became the "computer specialist" who helped other students at the computer. In the classroom this established a leadership role which he had never experienced in his previous schooling.

Computer programs have been used for remediation (students with special needs), enhancement of current skills (all students), and challenging work (students with creative thinking abilities). This is another approach to handling INDIVIDUAL DIFFERENCES in a classroom with INDIVIDUAL PERSONALITIES.

Peter Pawlick
Emmett Middle School
301 East Fourth Street; Emmett, ID 83617

In order to break computers out of the computer lab at our school and allow access to them in individual classrooms we created a mobile teacher presentation unit. This consists of a computer, an LCD projection panel, an overhead, and a printer all on a cart. This station can be moved from class to class to enhance teacher presentations or allow students access to the computer. The software chosen was designed to engage an entire class in an activity on one computer.

Through this one project we have enhanced teacher presentations, allowed students more access to technology, and engaged students in more cooperative learning type activities.

Nancy Nuttelman
Dalton Elementary School, School District #271
6335 N. Mt. Carroll; Coeur d'Alene, ID 83814

Access to technology (personal computers, telecommunications, etc.) must be enhanced because the ability to earn a living in the 21st century will depend on that understanding.

Project PRINT (Primary Reading Instruction (through) Newspaper Techniques), application of newspaper publishing techniques to the writing/reading processes and integrated into the content areas, is being implemented at Dalton Elementary First Grades. The students are introduced to the newspaper, its components, and the processes of writing and reading a newspaper. The first graders write a daily, monthly, and quarterly newspaper on current classroom and school events. The daily newspaper is written and distributed to students to take home while a master is kept to be bound and placed in the class library. Concurrently, monthly and quarterly newspaper articles are being written. The students learn to develop interview questions to the content areas being studied.

practice interviewing techniques, and write the newspaper articles utilizing correct semantics, grammar, spelling, punctuation, and other pertinent skills being taught in the curriculum. The students are placed into cooperative reporting teams with specific assignments of covering general news, sports, weather, and extra-curricular events. After interviewing, utilizing the 5W's and 1H questions, the students "write" their news articles by utilizing magnetic alphabet letters and numbers. The letters provide a highly motivational, multi-sensory immediate self correction process for the rough draft. The students then transfer the colorful magnetic letter news reports onto the computer. The software newspaper program compiles the articles into the newspaper format. Students add the art work, graphics, and photographs for the final product. The computer printer generates the final draft of news reports. The final product is a Dalton School First Grade Newspaper to be distributed to all students, the community, and businesses. Through the described processes the students learn computer literacy, keyboarding, and technology within real world experiences. It also teaches reading/writing/ listening/speaking skills, problem solving, critical thinking, and higher order literacy skills. Enclosed are samples of the newspapers published by the first grade students at Dalton Elementary.

Ruth Taylor on behalf of Park Intermediate School Staff
Park Intermediate School - Weiser School District 431
758 East Park; Weiser, ID 83672

A computer lab of 15 Apple IIGs has been established and each classroom has an assigned weekly time. A variety of software is available. The resource rooms and the gifted and talented room also have computers for instruction with special education children. The library has a computer with a CD ROM for the access of research information. We have an additional computer for the teachers' use which is tied to a modem. Our exploration in this area is only beginning.

Kathleen H. Giles
Adams Elementary School
1725 Warm Springs Avenue; Boise, ID 83712

Adams School has a research station set up in the library for student use. The students have available to them an encyclopedia and other up to date software on CD-ROM. Students can print information they need.

We also are using laser disc technology in the classrooms. Students can see clear accurate pictures that enrich units of study.

Micro and macro scopes with video attachments allow full classroom viewing as events occur and also allow recording for viewing at a later time.

Teachers have a communication station that links us with other teachers, schools, cities and other places around the world.

Dave Marquart
Boise High School
1010 Washington St.; Boise, ID 83702

The role of teacher normally means to involve students in the learning process by providing films, text, lecture, field trips, etc. In my classroom, I like to take the students one step further. . .

We have a large number of very interesting and knowledgeable individuals living in our city, state, and country. It is not out of the question to have many of these people come to visit the classroom, talking to students about many areas of the curriculum. My classroom has been visited by the Governor, Mayor, Senators, Representatives, engineers, and entertainers. These visits allow variety in the classroom, keep the students interested, provide parents the opportunity to play a role in the learning process, and help my students have more information about their future.

When I can not have the individual personally visit my classroom, I 'invite' them to visit by phone. I use the 'Tele-Lecture' method to have NASA scientists talk to my students about engineering Space Station, astronauts talk about science careers, John Denver talk to students about leadership roles in the music industry, Jay Leno discuss his early working life with students . . . his thoughts about school, and other interesting people who may not be able to visit 'live'.

This idea is not a new one but can be used by anyone with a speaker phone, a phone line, and the desire to have your students 'meet' others and reach out to a larger horizon.

Planning is important. All pieces should be in place at least two weeks prior to the 'Tele-Lecture'. These include phone, line, location, and students excused. I found that a video of the individual and the topic of discussion to be very valuable to the lesson. I also provide the 'guest' with a list of my students, a picture of the students if possible (this was the Leadership Class ASB students), the topic to be covered, current events from our school and city (school newspaper), the time and phone number to call. It is always a good idea to have another contact person and phone number to call in case of difficulties.

Try a 'Tele-Lecture', you'll like it!

Jill Kennedy Parker
Substitute Grades k-12 Various Boise Elementary/Secondary
724 Warm Springs Ave.; Boise, ID 83712

Invest in some of the geometric equipment designed by Maria and Mario Montessori such as the geometric solids, golden bead materials, dimensional equipment such as the Pink Tower, the metal insets etc. and have an AMI Montessori-trained primary guide demonstrate its uses for the young child and applications for use with older children. This material is invaluable for conveying concrete sensory impressions of difficult concepts such as dimension, congruence, area, etc.

Donna M. Lhouise
Edahow Elementary
2020 Pocatello Creek Road; Pocatello, ID 83201

Computers have become an integrated part of my second grade curriculum. The programs are used throughout every school day to do remedial work, to practice, to enrich, to challenge, and to stimulate. Using the simplest of programs to the more complex, there is a program to fit the needs of all students.

There are computer programs that teach computer literacy, problem solving, and/or creative thinking all at the same time. EZ LOGO and LOGO Writer are two such programs. When students have learned the basic commands there are many interesting activities that can be done on a creative/artistic/academic plane.

During the school year 1990-1991 a group of moms from our school taught the LOGO Writer program in the computer lab at Edahow School. Since LOGO is another computer language, the students were learning one type of computer programming. This program can easily be part of the language arts curriculum because of the 'creative writing' aspect of it. It is another program that can be used with students who come from all levels of abilities (i.e. artistic, creative, slow learner, average learner, fast learner). This could easily be taught in the classroom with the help of a 'teacher-mom/dad'.

For the last two years I have had a mom (whose child is in my classroom that year) come into my classroom one day a week to teach EZ LOGO. This has been highly successful! Not only do the students get to work at the computer with a special project, we get to know the mom and she gets to know us. It has been exciting to watch the enthusiasm of the 'teacher-mom' as well as to watch my students develop computer skills. I feel that this broadens the base knowledge of the parents and the surrounding neighborhood as well as the base knowledge of my students.

We would also welcome a 'teacher-dad' or 'teacher-grandparent'. One of our teachers' father did the computer lab for her classroom. The students love the interaction with the moms, dads, and grandparents.

Donna M. Lhouise and Ranae Crandall
Edahow Elementary
2020 Pocatello Creek Road; Pocatello, ID 83201

Access to technology - personal computers, telecommunications - must be enhanced because the ability to earn a living in the 21st century will depend on that understanding.

Computers have become an integrated part of my second grade curriculum. The programs are used throughout every school day to do remedial work, to practice, to enrich, to challenge, and to stimulate. Using the simplest of programs to the more complex, there is a program to fit the needs of all students.

One program that has many uses is Appleworks (our school has the Apple II series of computers). Both the word processing and the spreadsheet have become valuable tools in my classroom. Ranae Crandall, my Title II reading assistant, has learned the word processing and uses it to stimulate the creative writing process. Students are free to brainstorm because they do not have to worry about spelling, writing, or recording their thoughts. After the brainstorming session, the students will be working with the ideas, the spelling, and the writing of their work. Next, the thoughts

are transformed into stories or reports by moving like-thoughts together, making sentences, and then paragraphs. The students always have a printout from the 'resource' room being able to do creative thinking and writing with no threat of failure.

The word processing is also used to brainstorm ideas from the science, social studies, and reading programs. Because of the time factor, either my reading assistant or I do the keyboarding. But the students learn to 1) move text, 2) delete repetitive or unnecessary information, and 3) print out their own copy of the lesson.

With the spreadsheet we have sometimes incorporated reading and math. The students will create 'story problems' that I type into the computer. Then the rest of the class will tell us (the student and me) how to 'work the problem.' After the problem is written in a numeric form, the students tell the answer. The next step is to have the 'computer' calculate the numeric problem so that we can compare answers. There are other times that each student is given a printout and he/she works the set of problems at his/her desk.

The spreadsheet is perfect for doing vocabulary words from reading, science, social studies, spelling, and math. This is done by brainstorming. The students learn to do a sort and put the vocabulary into alphabetical order. Sometimes I have divided the words into small groups of four to six words in a group, printed the list, and the students take the printouts to their seats and put the words in alphabetical order.

Using the spreadsheet, we have developed tables with ideas taken from our math lessons, and then used a formula to calculate the answers. We have also used this program when we are doing lessons in trading or renaming. The problem is put into the computer, the student writes it on his/her paper, then one student does 'open-apple K' and the computer gives the answer so that they can compare. The class loves it!

This one program has added a whole new dimension and freedom to our classroom work.

Donna M. Lhouse and Ranae Crandall
Edahow Elementary
2020 Pocatello Creek Road; Pocatello, ID 83201

Computers have become an integrated part of my second grade curriculum. The programs are used throughout every school day to do remedial work, to practice, to enrich, to challenge, and to stimulate. Using the simplest of programs to the more complex, there is a program to fit the needs of all students.

There are many computer programs available for teacher utilities. One that helps with developing, enhancing, and/or evaluating the vocabulary of a lesson or unit of study in math, reading, spelling, science, and/or social studies is the MECC program Puzzles and Posters. You can build word finds and/or crossword puzzles that use the SAME VOCABULARY that has been introduced and used in the classroom work. This makes the written work much more valuable for both the students and the teacher. It also gives the parents feedback as to the actual vocabulary of the current lessons.

Another aspect of this program is that the worksheets can be designed for the slow learner, the average learner, or the more advanced learner. It can be designed to fit the needs of a small group or for the needs of the entire classroom. The vocabulary lists can be saved on a disk for future use whether it be review, practice, evaluation, or introduction of the vocabulary to a new group of students.

Donna M. Lhouise and Ranae Crandall
Edahow Elementary
2020 Pocatello Creek Road; Pocatello, ID 83201

Computers have become an integrated part of my second grade curriculum. The programs are used throughout every school day to do remedial work, to practice, to enrich, to challenge, and to stimulate. Using the simplest of programs to the more complex, there is a program to fit the needs of all students.

MICROZINE from Scholastic has many programs that can be integrated into the curriculum. One that I have used a great deal to teach graphing is 'Let's Graph It!' from volume #35. It shows the students about bar graphs, line graphs, pictographs, and tables. The students can easily enter their own data and do the computer work that is required. Once the students have entered their data, they can choose on which of these graphs they want to see the data. Then they print out the graph to take home.

We have used this in math, science, social studies, and reading. It can be done easily by ALL of the students in elementary school. Painlessly my students learn to identify these four types of graphs while they are learning to use the computer and are having fun doing both.

Acequia Strong Start Committee
Acequia Elementary School
Route 4 Box 160; Rupert, ID 83350

Our school has installed a 30 computer IBM lab. With software we are able to work on key-boarding, math, spelling, local, state and world geography, word processing and programming. Most classes have from 1 - 2 hours a week on the computers. We are able to enhance most areas of our curriculum through the use of computers. We are using local stores to help us obtain new software through receipt contests. Teachers have computers in their own classrooms also which they use with students and for own teacher needs. We have computer inservice for the staff so all have access to the newest technology and software information.

Lisa Sherick
Clair E. Gale Jr. High
955 Garfield; Idaho Falls, ID 83401

Special education students in a resource room setting are compiling a recipe book. Student disabilities include mentally retarded, learning disabled, severely emotionally disturbed and other health impaired.

Students requested that each member of the school faculty submit at least one of their favorite recipes to the book. The recipes are sorted by the students according to the type of recipe.

Students are required to read and make sure accurate information is given in the recipes and that they understand what is written. Students then type the recipes into the Apple IIe computer.

After inputting a recipe into the computer, the student must proof read the recipe and make sure it is accurate when compared to the original. Students must check their spelling, check for typos, make sure the recipe makes sense and use the correct measurements.

Recipes are saved on a computer disk after proofreading. The recipes are then sorted, printed, and then compiled. Students meet with the school district's printer to review the printing costs, establish time lines and submit the rough draft of the recipe book.

After the recipe book is completed at the printer's, students decide how much the book will cost. The book is then marketed and sold by the students.

This project was also done during the 1990-1991 school year. The recipe book was highly successful and sold out in less than 2 weeks.

The following is a list of skills learned by the students when doing this project from start to finish:

math; chemistry; measurement; typing; written language skills; computer literacy; punctuation; printing processes; spelling; marketing and sales; reading-decoding; working with money; reading-comprehension; working with others.

Margaret Strong and Janice Johnson
Russell Elementary School
119 North Adams; Moscow, ID 83843

Because Russell Elementary School doesn't have room for a computer lab, we wrote a proposal to our school administrators asking them to fund a total of five computers and two printers for each of our classrooms. Our request was granted.

The computers have become a major part of our curriculum, especially our Writing Workshop. Each student has published several books using First Choice and Print Shop software. Through publishing their own writing on the computers, the students have become more willing and skilled at editing rough drafts. Spellcheck has enabled them to become better spellers. Each child feels a sense of accomplishment and pride as their peers eagerly read their books, which are displayed in the classroom, and view each other as authors.

We are enclosing a book of letters from each classroom which is an example of the manner in which our books are bound. Each letter was written and typed by a student explaining his/her use and feelings in regard to publishing on computers.

We feel you will agree technology in the classroom should be a goal for Idaho's children.

Jeanne Cannon
Maple Grove School
2800 S. Maple Grove; Boise, ID 83709

After studying the four food groups and how they help us grow and stay healthy, I get out my jeopardy board. Answers are written on cards and inserted into envelopes on the board. I arrange them from bottom row to top row with new and more difficult questions in the top row. (This can be ongoing through the year and used as an effective review also.) Divide children into two teams. Each child is given a turn to choose an "answer." They determine which row I draw from. If a correct "question" is given, the points are added to that team's score. It is fun and motivating!

JEOPARDY						
						10 pts
						8 pts
						6 pts
						4 pts
						2 pts

Gail Parks
Hobbs Middle School
350 East Pine; Shelley, ID 83274

The body needs fresh air, exercise, plenty of sleep and nutrition to grow. The brain also needs fuel to function properly. Here at Hobbs Middle School we try to insure that all students will have the opportunity to have a nutritious lunch. When a student comes into the library repeatedly at the very beginning of the lunch period, too soon to have eaten any lunch, we watch the student, talk with the student and show a lot of caring. There may be many reasons why a student chooses not to eat lunch. He/she may be feeling ill, or may be too frustrated with school work. There may be personal problems or family problems that are affecting his/her appetite. When the students eat lunch they tend to function better in the classroom and with their friends. Therefore, when a student does repeatedly come to the library without having had the opportunity to eat lunch we, the librarians, notify his/her teacher, the school counselor and the school principal so they will be aware of any student who may need some extra consideration and help. We work as a team to address the special needs of our students. Our counselor may contact a parent when a concern exists. Occasionally a Public Health Nurse may also be notified so that help can be offered to the family if needed. Reduced price lunch tickets may be issued to a student who qualifies for this program, but who did not previously apply for them. There is a lot of caring at our school. We watch, we monitor, we care and we befriend our students, and they respond. They are welcome in our library before and after school as well as at lunchtime. Good food is provided through our school lunch program and served daily in our school cafeteria. Good nurturing is provided by a caring staff.

Nan Pelletier
Jackson Elementary School
334 S. Cole Road; Boise, ID 83709

Teaching about good nutrition is an extremely important part of a child's well-being. Coming to school ready to learn can be accomplished only when they feel comfortable and nourished. An interesting way to promote good nutrition and to combine it with geographic learning, is to match particular kinds of food with the country they originated in. Two books I use to assist the children to discover these matches are: Eating The Alphabet by Lois Ehlert and Bread Bread Bread by Ann Morris. Both books have colorful illustrations and/or photographs showing where fruits, vegetables and certain types of bread come from. The next step would be to taste some of the more unusual fruits, vegetables, and breads mentioned in the books. We then would use our large atlases to find the countries these foods came from. It's a very fun and highly motivating way to learn good nutrition and geography - besides!

Seth Callister
Hillview
3075 Teton St.; Ammon, ID 83406

The third grades at Hillview School study the four food groups as a unit during the month of September, with an emphasis on starting the day right by eating a good breakfast.

The culmination of this unit is breakfast at school. The children are asked to bring a bowl and a fruit of their choice. The teachers serve them hot cereal, biscuits and jam, eggs, and milk.

The students are very enthusiastic about this, and the teachers believe it is a positive reinforcement of the lessons taught.

Peter Pawlick
Emmett Middle School
301 East Fourth Street; Emmett, ID 83617

An eighth grade science class created and distributed a survey to determine the before-lunch eating habits of students in our school and to assess the need for a school breakfast program. The activity engaged students meaningfully in several aspects of scientific research. Initial results led us to refine the instrument and then survey a larger group with the intent of receiving a more accurate assessment. We plan to present these results to the administration for consideration in regards to starting a breakfast program.

Ruth Taylor on behalf of Park Intermediate School Staff
Park Intermediate School - Weiser School District 431
758 East Park; Weiser, ID 83672

Our school provides a breakfast program available to all students prior to the start of each school day.

Nathalie Simpson
Eagle Hills School
650 Ranch Drive; Eagle, ID

There's thirty minutes of fun in store
Now tell me who could ask for more?
We'll show you how to grow up strong,
And keep yourself healthy all year long.
"Feelin' Good" is the name of our show.
Are you ready? Good! 'Cause here we go!

Our third grade musical was off to a great start after this creative rap! What fun we had as we combined music with the study of good nutrition, the importance of exercise, and the development of a positive self-image.

An exciting 30-minute musical, "Feelin' Good" provides children with a creative musical experience. Music has the power to teach unlike any other medium in the world. The ten lively songs incorporated movement, creative dramatization, and rhythm instruments while teaching us the importance of taking good care of our minds and bodies.

This musical gave teachers a dramatic tool to reach our students and educate them. Songs such as "You Are What You Eat" and "Exercisn'" really turned on our students to good health habits. By combining this lively musical with a unit on nutrition and coordinating activities with our Physical Education director, our students learned the life-time value of being fit and staying fit. Both the cast and the audience found themselves "Feelin Good" throughout this uplifting musical experience.

Jill Kennedy Parker
Substitute Grades K-12 Various Boise Elementary/Secondary Public Schools
724 Warm Springs Avenue; Boise, ID 83712

Inaugurate a daily snack program for grades K-6 wherein the students select, contribute and prepare the snack for the whole community by means of a small group process with group leadership changing daily within the group responsible for that week's snacks. The student group will consult and work with the classroom teacher and volunteer of the day (a family member or neighbor etc. of the leader for the day) to produce healthy snacks for the group's enjoyment. If possible, plant a garden of some sort in the spring with all classes possible so that one day the snack can actually be grown by the children themselves, too.

Catherine Swensen
Fairview Elementary
878 E. 97 N.; Idaho Falls, ID 83401

Prior to school dismissal for the summer, the kindergarten students visit my classroom. I talk with them and tell them a few things about the first grade. Each student has the opportunity to introduce themselves to me. Before they leave, I tell them how excited I am that some of them will be in my class next year. Then I pin a smiling face on their shirts. I also explain to them that on the first day of school they will find a trail of smiling faces on the sidewalk and in the hall which will lead them to my room.

I feel this little activity will give my new first graders something they can count on the first day of school. Many parents express their appreciation to me for helping their children look forward to school and the friendly environment they will be in. A strong start is vital in my teaching and students' success.

Tori Doell
Eagle Elementary
1290 E. Spring Ct.; Boise, ID 83712

Food Groups and nutrition

I start the year with a food groups and nutrition unit. In this unit we discuss why it is important to eat good nutritious food, and how it affects our bodies. We also talk about snacks and what makes a good nutritious snack.

This leads us right into our cooking. We discuss and practice kitchen safety and how to use the stove and other tools in our kitchens. The class plans and organizes a cooking class once a week. A note is sent home asking for ingredients for the recipe and a volunteer to help on cooking day. A copy of the recipe is sent home weekly, and also a copy to make our own recipe books. The recipes are simple, nutritious snacks items that the children can make at home with little or no help. By the end of the year everyone has their own recipe book that they made and can cook each item by themselves. Each child by the end of the year is very comfortable in the kitchen and has great knowledge of nutritious food.

Kathryn Barry with Linda Moore's Class
Lowell Elementary School
1507 North 28th Street; Boise, ID 83702

By the time my students reach the sixth grade, they are aware of the four food groups and are usually a little bored with the repetition of facts involved in nutritional studies. To generate enthusiasm in my students and to introduce nutrition to our youngest students, I divide my class into four groups and each group researches one food group. They present video advertisements, skits, posters, and hands-on food activities in order to teach their first grade buddies the importance of good nutrition. As closure for this unit, both classes plan and cook a nutritional meal in the classroom. Using the buddy system to teach nutrition has been very successful for both sixth grade and first grade students.

Acequia Strong Start Committee
Acequia Elementary School
Route 4 Box 160; Rupert, ID 83350

Our school has begun a breakfast program. We are now serving to over one hundred students a day. Since we have many bus students that leave early this has helped them to be physically ready to start the day. Our cafeteria or "Apple Basket," as we call it is full of good apples. Students earn good red apples to put in individual class baskets, by following cafeteria rules and being good eaters. Every month the class who has earned the most red apples receives an ice cream treat. The competition is great and students eat and behave better. We also have a week when local leaders, grandparents, moms, dads, and school district central office staff and school board come share breakfast with us on various days. We do another similar week when they have lunch with students also.

Terri Kawakami
Lake Hazel Elementary
11711 Lake Hazel Road; Boise, ID 83709

The Lake Hazel Learning Team Center is an after-school program designed to enhance academic achievement. With the collaboration of teachers and parents, students will have the opportunity to improve study skills, increase computer literacy, and enjoy literature.

The center will be open Tuesday and Thursday from 3:35 p.m. to 5:00 p.m. Students will rotate through the three above-stated activity areas with instruction from both volunteer teachers and parents.

The Learning Center will open its pilot program April 7, 1992, and it will run for seven (7) weeks. No fee will be charged, and students will be admitted from Lake Hazel's 1st - 5th grades.

Jo Piller
Kamiah Elementary School
Rt. 2 Box 636; Kamiah, ID 83536

We volunteered to have fun classes after or before school that would interest special talents of each student.

As I am organist for our church and love music, my contribution is a grade 4-6 chorus.

We have about 150 students in these three grades. My target is 50 members, but no student will be turned away who wants to sing.

On March 27, we will perform for the community, and hopefully, the chorus will want to continue.

This program is needed in our small community, with little opportunities outside of sports.

Brinton Jefferis
Stoddard Elementary School
460 York Drive; Blackfoot, ID 83321-3499

After School Fitness and Wellness Programs (K-6th)

Students need and enjoy activities with friends. Students need a place where they can go after school and know that children (friends) will be there. Students need an opportunity to participate in non-competitive activities, for the sheer enjoyment of participating. Activities include but are not limited to walking, aerobics, golf, horseshoes, track and field, volleyball, swimming, paddleball, tennis, soccer, tag games, basketball, kite flying, ping pong, shuffleboard, etc.

I have run this program for the last three years. As a Physical Education Teacher on the elementary level, I know there is more to life than video games, malls, skateboard gangs, and drugs. My program runs from after school to approx 4:00 p.m. two days per week. The students are charged nothing and I receive no payment. Student numbers are

limited to 30-35 students, but multiple sessions are run throughout the year, to allow for others to participate.

Parents are extremely excited about this program! I feel strong supervision and a certified teacher running the program is a must.

Jack Fullmer
Middleton Heights Elementary
611 N. Highland Dr.; Middleton, ID 83644

Our district has incorporated a late bus system into our school day in order to provide extended learning time for students at risk.

The after-school program runs twice weekly for students who have been identified by a teacher as a child who could benefit from extra assistance in a small group setting.

Each child is provided a nutritional snack before attending their small study group. Groups cover areas such as handwriting, reading skills, math, study hall, and social skills.

We are able to provide this program using funds allotted through a Drug and Alcohol grant, Chapter I Improvement, and district monies.

Barbara Bothman
Plummer/Worley Joint School Dist. #44
P.O. Box 98; Worley, ID 83876

Homework House
Tuesday and Thursday after school program.
The Goal: To help students having difficulty with classes succeed.
The House Parent: Chuck Martin
The Tutor: Chuck Martin
The Task Master: Chuck Martin
The House Accommodations: Approximately two hours Tuesday and Thursday evenings. Snack provided. Five house guests per evening- (this is a very exclusive house.)
Responsibilities: The guest's incomplete assignments must be provided to the tutor prior to the evening the guest is visiting the house.
Registration: Through the Building Level Team Referral Process
Check In Time: Students will check in at the registration desk (Mr. Martin's Room) by 3:00 p.m.
Transportation: Provided by parents when assignments are completed or when the activity bus leaves.
Funding Provided By: Plummer/Worley Joint School Dist. #44 Drug Free Schools and Communities Grant Funds.
Established By: Ronnie Semko and Chuck Martin

Lori Stone
Clark Fork Junior/Senior High School
P.O. Box 129; Clark Fork, ID 83811

This program is designed to help the at-risk student stay in school. The curriculum involves: class counseling and lecturing about work expectations, careers and job-related topics. An out-of-classroom component allows the student to work at a "Job" in the community a portion of their academic day.

Results: We have been able to provide sound community-based instruction, as well as a purpose for the at-risk population to stay in school. It most certainly has reduced our drop-out rate.

Beth Davis
Kamiah Elementary
Box 458; Kamiah, ID 83536

After-School POWER Program for at-risk students

Our program was developed by a classroom teacher the Chapter One Teacher Mrs. Felicia Squires, and the Superintendent, Mr. Norman Winters. It stands for Positive Opportunities With Enrichment and Recreation. The Washington Water Power Co. granted us $600.00 in their Good Ideas Grant Program, and the State has matched the monies. Our district also agreed to match the money allocated by WWP. We also received $250.00 from the LifeTouch Co. to add multicultural activities to our program. The program is for students in grades 1 - 8. We have offered shirt-painting, yo-yo's, fly-tying, Science Club, basket weaving, ceramics, crayon rubbings, wrestling, golf, mud pie fractions, a select choir, and Indian beading, art and weaving. There is no fee charged to the students, and selection is on a first-come, first-served basis with those at risk featured. Parents, teachers, and community patrons are involved in teaching and assisting. Pictures are taken and work is displayed at school and in merchants' windows. The local newspaper gives us coverage also. We hope to give children activities that keep them learning, off the streets, and in a safe and positive atmosphere. We want to provide opportunities that caring parents are unable to provide due to the cost factor. We hope this is a step toward providing a more permanent after-school environment which will benefit our students and our community. The enthusiasm and participation generated have been overwhelming.

Kootenai School Dist. #274
Harrison Elementary School
Rt. 1 Box 25; Harrison, ID 83833

Peer Tutoring

The district will solicit students that are in need of extra help to stay after school. These students may be referred by: parents, students, teachers, administrators. These students will be divided into combinations of three grades per room and assigned a room to go to for the extra help. Students will bring their assignments and any work with which they need assistance.

Students will report to the room assigned and work one and a half hours after school. Some students will stay on Monday-Wednesday and others on Tuesday-Thursday. The purpose is to give students directed study either from their own classmates or from the teacher or aide assigned to the room.

This will allow students to work on individual or group projects outside the classroom. It will increase learning time 90 minutes per day or a total of approximately 375 hours a year. Students will be working on subjects that they need help with. They will be working individually or in small groups with fellow classmates, an aide or the teacher.

Transportation will be provided much like an activity bus to transport students to various strategic locations in the district. This transportation will allow elementary students to stay, as well as secondary students. Transportation will not be provided door to door.

Results of the program will be measured by teachers' responses as to whether students in the program have completed assigned homework. Nine-weeks grades will be evaluated to determine the amount of improvement. Teachers will be asked to submit to the administration the individual progress of students. The supervisors of the program will give classroom teachers weekly evaluations on how each student is utilizing the time.

Teachers and aides who are working with the program will keep logs of activities and will make a written report on how they have operated their individual classroom. These will include, but not be limited to, the following: individual study, group study, peer help, class projects (science, etc.), direct teacher assistance. Daily logs of attendance will be kept to monitor the number and names of those participating. The forms sent to parents telling them of the program and all of the guidelines will be available to other districts implementing a similar program.

The District will furnish the buildings and additional materials needed for the project. Administrative time and teacher time to set up the program will not be charged to the program; only the actual time spent in the classroom with students will be compensated.

Philip Arnold
Garden Valley Elementary School
General Delivery; Garden Valley, ID 83622

Ongoing Art Bulletin Board

My most successful independent activity is my ongoing bulletin board. I start with a subject that our class has been studying such as the ocean or space. Next, I cover a large bulletin board with one solid color of construction paper. Blue for the ocean, black for outer space etc... Then, I brainstorm with my students things that we would find in the ocean or space. The students then research to discover things that they would find in that environment. Next, they make out of construction paper what they have discovered, and I staple them to the bulletin board. Our class ends up with a large, student-made diorama for the classroom. Then, whenever the students have free time, they can add new discoveries to it.

Ruth Taylor on behalf of Park Intermediate School Staff
Park Intermediate School - Weiser School District 431
758 East Park; Weiser, ID 83672

After school three times a week, children can meet in the library with teachers and tutors for homework assistance class. Refreshments are served and children are helped with their daily assignments. A homework hotline has also been established. Certain teachers or tutors are at home to answer the telephone in the evening concerning homework questions. The school telephone number is provided to all parents and students. When the call is made, call forwarding sends it to the home of the teacher or tutor on duty.

For many years we have offered the "After School Program." These are enrichment classes that are available to students in the district. The classes are offered twice a year for 6 weeks. The students pay $15 for a class. Some of the offerings have been: computers, art, sign language, Spanish, science, home ec., photography, calligraphy, typing, and structures. Each class has a limited enrollment.

Deloris Harrington
Kamiah Elementary
Box 877 711 9th St.; Kamiah, ID 83536

Math "Mud Pie Math" (Beginning Fractions)

Mud Pies are a common sight in our first grade class when we come to Chapt. 11 of our Math Books. I've used other items but the mud has connotations of "naughty," "forbidden" and "unusual" so that it grabs the attention of the most unmotivated student as well as the parent. We practice cutting our pies into equal parts (1/2 1/3 and 1/4). I do not introduce vocabulary or written numbers until the next day. Then we reinforce the lesson with shapes (square, diamond, circle, and rectangle) of colored construction paper which we fold and cut showing what the symbols stand for.

We've never had a spilled mud pie yet. I've handled the worms by giving prizes of candy gummy worms for everyone lucky enough to find a live one. I usually follow up the mud pies with a lesson on proper hand washing and nail cleaning and then give everyone a treat of an edible mud-pie cookie.

I do this activity year after year because I get such positive feedback from the kids and their parents.

I recently was asked to teach Mud Pie Math in our POWER program. It was super.

Kathy Law
Irving Kindergarten Center
440 W. Judicial; Blackfoot, ID 83221

We have placed books on a table in our school foyer for students to enjoy while waiting before or after school. For approximately 2 weeks each month all books center around a theme. Materials to support the theme--posters, magazines, visuals, animals, etc.-- are also displayed. For the rest of the month favorite or new books are selected for students and visitors to read.

Natalie B. Campbell
Irving Kindergarten
440 W. Judicial; Blackfoot, ID 83221

Walking program with kindergarten students.

Instead of having students mill around during cold weather days, I have the students walk in the gym. It gets the brain going and the students prefer it to just sitting. Sometimes I play marching music or we chant "walk, walk - swing those arms."

Hopefully this will plant the seeds to a life-long love for walking and enjoying it.

Darlene Bokelman
Wallace Intermediate
Box 500; Wallace, ID 83823

Plaster of Paris

With so much structure in the children's schedule, I find that, after school, students like to do simple things like draw on the chalkboard--or play games on it. They do this as well as pour plaster-of-paris molds. They learn the "heat" the mold creates is a chemical process. It cools down when done. They learn measuring skills also. When the plaster is dry, they can paint it. This way they have a "product" created by them. They get a lot of joy and satisfaction out of it. The changing of molds keeps their interest.

Mary Ann Kojis
East Jr. High
415 Warm Springs Ave.; Boise, ID 83712

The members of Future Homemakers of America (FHA) are involved in after school activities that promote personal growth and leadership development through home economics education. Members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge and vocational preparation.

It is through FHA's community service projects that the junior high students are working with young children. For the past two years the jr. high students have gone to Day Cares and Preschools to read books and play games with the young children. With them they take the puppets and flannel board stories that they created with the books that were bought by Kiwanis.

The Teen Living I class conducted a preschool at East during their Child Development Unit. The preschool helped the teens understand the young children and give them constructive care with well-crafted activities.

BEST COPY AVAILABLE

Deloris Harrington
Kamiah Elementary
Box 877 711 9th St.; Kamiah, ID 83536

Educators working with primary children know that at the end of the school day children are tired and ready for a break. They really need a structured activity with adult supervision though most are not receiving the attention they need and deserve.

I found a fun activity for my first graders and was amazed at what they learned and retained from a little geography unit. This would make a real fun In-between Time Activity.

We took our shoes off and looked until we found the country they were made in. Then we found the country on our globe. Next we made a chart showing where most of our shoes came from down to the country showing the least numbers of shoes.

The possibilities are just endless! You can use children's coats, etc. too.

We also did an art project before putting our shoes back on. We did crayon rubbings (putting a plain piece of paper over the sole of our shoes and rubbing the side of a crayon over it.) Some pupils colored in parts with contrasting colors. The designs on our soles brightened our souls! They are so varied and interesting.

Deloris Harrington
Kamiah Elementary
Box 877 711 9th Street; Kamiah, ID 83536

Physical education

Another activity that would be ideal for the fifth key is simply "physical fitness." Our youth are sorely lacking in this area! I recently sent for a handbook called Get Fit put out by the President's Council on Physical Fitness for ages 6-17. By setting a slow steady pace and aiming toward a realistic goal such as "The Participant Physical Fitness Award," I'm certain children would enjoy getting in shape, after sitting through many sedentary activities throughout a normal school day.

Getting parents involved is always easy; they like to exercise, too, and find that doing it with a group is really fun.

Jill Kennedy Parker
Substitute Grades K-12 Various Boise Elementary/Secondary
724 Warm Springs Ave.; Boise, ID 83712

Allow students who arrive early at school to have a study room available such as the library where they can complete unfinished homework or find teachers to answer questions that came from doing the homework of the day before. After school a homework program could be offered and run by district substitutes or teaching assistants who work part-time or by student teaching interns or parent volunteers.

Jane Lewis, Teacher Gr. 6
A.H. Bush Elementary
380 W. Anderson; Idaho Falls, ID 83402

Proposed Latch-Key Kid Schedule
For: Before and after school care of children Gr. K-3.
At: Each elementary school's multi-purpose room
Needed: A grant to help fund time spent by PTO and teaching staff and to supplement food/supplies costs.
Costs to Parents: $1.00 per hr. includes breakfast and after school snack. Parents also provide transportation and nap mat or quilt.
Caregivers: Students, by application, gr. 6-12. (PTO and teaching staff as designated.) (Free breakfast and/or snack for caregivers).
Daily schedule: (M-F) 6:30-8:30 a.m.
Order of activities: Rest, Music Appreciation, Reading or Story activities, Breakfast (school rest, snack, peer tutoring and homework, arts or crafts appreciation -- this can be academically oriented, guest speaker, film or teacher/parent taught), Mini-Unit of the week, storytime (day ends).

Mrs. Lyla Godfrey
Tiebreaker Elementary
3100 First Street; Idaho Falls, ID 83406

My opinion on this issue comes from observation in another state where we lived for 15 months prior to my teaching in Idaho.

This type of care was proving to be most beneficial. Far too many children in our society are now left home alone before and again after school with little or no supervision or care. Some spend 2 - 3 hours after school, running around in neighborhoods or left with baby-sitters to watch T.V.

A better alternative for parents would be to bring them to school early, where they receive a good breakfast and leave them after school until a reasonable hour (I believe 5:30?) where they can be safe and properly supervised.

The program I saw had only one adult supervisor (a teacher) and several teen-agers plus a lot of community volunteers. A dance teacher came once a week, also a music teacher and one parent was instructing the students in a play. The teen-agers had been hired at minimum wage. They were teens who would not otherwise have jobs and some, I'm sure, were there because it was keeping them out of trouble! I also understood this to be a "pilot" program with help from the Federal budget.

I am not suggesting the schools take over the responsibility of rearing children from the parents. However, schools have the facilities and can provide wonderful alternatives for many parents who have to work to sustain their families. Each child's situation should be carefully screened and his individual needs considered. No parents (both working to pay for snow mobiles or house boats!) should be allowed to turn over the care of their children to the schools! Neither do "lazy" parents send their children in for free school breakfasts just because they don't want to get up early and feed them! In the case of welfare Moms or Dads, who are not working, these parents should be required to serve as school helpers, so that they, too, can contribute to the success of this program.

This could and should work for us in Idaho as well as in Hawaii. I would be willing to serve on any Committees to study the plan or to help with any pilot programs that may be implemented in our area.

Raina Bohanek, Patty Perry, Kelley Sims, Jodi Wilson, Nancy Valiquett
Harding Elementary
411 N. 15th Coeur d'Alene, ID

Learning Celebrations

Our hope, as teachers, is to instill a love of learning in our students. To extend the learning outside the classroom, our homework takes the form of **Weekly Challenges.** These challenges are directly related to topics which are being studied in the classroom but go beyond what can feasibly be accomplished during the school day. The challenges are designed to encourage thinking creativity and expanded knowledge. Some of the **Weekly Challenges** may be required, but the students may choose challenges that they find particularly interesting or relevant to their every day lives.

For example, if the class were studying space, some of the challenges might be: 1. Build a model of the solar system. 2. Pretend you are visiting the planets and send our class postcards describing the places you visit. 3. Build an alien or space craft out of "junk." 4. Dress up as an astronaut or an alien and be prepared to have the class interview you. 5. Build a spaceship. 6. Make a diorama of space. 7. Write and present a report about space. 8. Be creative and surprise us!

Once a week the class has a **Learning Celebration** which allows time for children to share their projects with the rest of the class. This time of celebrating gives the students a chance to teach what they have learned with the rest of the class. It is also a wonderful opportunity to demonstrate how much fun it is to learn!

Tim Hanna, Shannon Delewese
Sagle Elementary
485 Garfield Bay Road; Sagle, ID 83860

In February of 1991 we returned from our Eisenhower committee trip to Seattle, where we had observed a number of exemplary science programs. One project in particular, an in-school fish hatchery, was especially intriguing. This involved hatching fish eggs (Salmon) at school and transplanting the resulting baby fish into area streams. It seemed to be a very powerful way to involve the whole school in an on-going science experiment that could be integrated with virtually all aspects of the curriculum. It also gave students a way to really get involved with nature, as well as their community, and also to develop a real awareness and concern for man's relationship with the environment. Our staff voted for this project to be one of their top priorities for the 1991-92 school year. Unfortunately, the project cost around $1500, and there seemed to be no available funding. That's when our principal, Richard Williams, came to the rescue. With his advice and guidance, we soon had our choice of two possible funding sources; grant moneys, and our PTA if the grant application was unsuccessful.

We wrote the grant, consulting frequently with Mr. Williams. In the summer of 1991 the grant was approved. There is little doubt that the grant would not have succeeded without his assistance. We will have planted the first batch of 1000 fish by the end of March, 1992.

Shane Anderson
Middleton Middle School
200 South 4th Ave. West; Middleton, ID 83644

Since its conception in 1987, Middleton Middle School has been a leader in school on-site decision making. The principal, Allen Lake, has been instrumental in decentralizing decision-making, allowing teachers, educational support personnel, and parents to share in decision-making on all levels.

In 1987, the staff developed and adopted Middle School Philosophy and Objectives. This was the first time that many of the teachers and staff had been involved with decision-making.

Five years and many meetings later, Middleton Middle School can boast of the following shared decisions: Formation of 6th and 7th grade Exploratory Rotations; Implementation of 6th through 8th grade Interdisciplinary Teaching Teams; Implementation of the Middle School Parent-Advisory Committee; Professional Committees to create schedules and report cards; Formation of a Faculty Council as the representative decision-making group; Formation of SMART (Student Management And Referral Team) as an inter-disciplinary team to consolidate and direct all student referrals.

These and other practices at Middleton Middle School have promoted effective on-site decision making, better preparing our students to enter the 21st Century.

Craig McGregor
Grace Junior High
Grace, ID 83241

If educators are accountable for student performance, then educators must be given legal and social support to control educational environments. Elementary schools must be assisted in discipline and responsibility programs. Sometimes, education can't be entertainment, fun, and fan fare. Teach a much more rigorous behavior standard; reinforce it with whatever legal changes need to happen. We educators are tired of trying to control social and behavioral problems that should not be part of school life. Revitalize the work ethic. Real learning cannot happen in an environment dominated by lazy, uncaring, undisciplined students.

Donald M. Goerg
Harwood El School
200 W. 3 N.; Rigby, ID 83442

DISTRICT WIDE GRADE LEVEL MEETINGS ARE THE FLIP SIDE OF THE SCHOOL HOUSE DECISION MAKING COIN. To do the latter w/o also implementing the former is to use only 1/2 of the coin's power to improve the quality of education.

Within the past few years the terms "net working-communicating" have taken on new importance and new meaning. Much of this can be traced to E.E. Demmings who revolutionized Japanese industry at the end of WWII with his "Fourteen Points." One of those points is that the pyramid power structure should be removed because research showed that all layers of the company meeting together as equals solved problems more rapidly. How? By cooperating, networking, and communicating. Decisions are best made at the site by those working at the site who know. The teaching profession has picked up on this innovation but it seems few people understand school house decision making no more thoroughly than how it affects decision making power. Isn't the real goal or purpose of any educational innovation a measurable increase in the quality of instruction? Isn't it ironic that the vast majority of school districts in Idaho are willing to entertain the idea of allowing parents, teachers, administrators, and students to meet as equals, but very few districts permit their teachers themselves to meet on a district-wide, grade-level basis (meaning teachers from a specific grade level in the district are allowed to meet as one group)? The effort to improve the quality of education in Idaho is directly addressed when we seek to improve the quality of every teacher's instructional methods, approaches.

The irony is that the teaching profession is one of the oldest if not the oldest, in the world. Teachers have been communicating and networking with students for 1000's of years. Yet what school district will permit teachers to meet work and communicate among themselves? The irony is more dramatic when one reflects upon the fact that cooperative learning (whole language's foundation) is cooperating. Yet how many school districts trust or value teachers enough to permit them to cooperate? Yet that's exactly what we are supposed to be teaching! What are the benefits of allowing teachers to meet on a grade wide level? The benefits are enormous!

1. The learning curve for any teacher is dramatically shortened as each teacher benefits from the group's total experience.

2. The **quality of instruction** measurably increases as each teacher learns to do the job better, more efficiently.

3. Teachers sharing with teachers is the most effective and cost-efficient way to increase the quality of instruction because the district uses time, not money to improve instruction.

4. Teachers model cooperative learning. They get to practice what they preach.

5. Teachers' morale is dramatically increased because they are empowered. Finally recognized as adults, they are permitted to engage in social behavior that has greatly increased the productivity of every other company which has implemented it.

How to implement networking among teachers.

1. On a district-wide basis teachers from every grade level meet as a group at least 4 times a year (once every 9 weeks). For example, all 5th grade teachers meet in a predesignated building.

2. The meeting's agenda: A coordinator or chairperson appointed by the administration directly or through a questionnaire identifies the instructional concerns or problems of each teacher. For instance, in our district we adopted an English program and text which many teachers found difficult to use. We met and discussed with each other how to best capitalize on this very challenging text.

3. The chairperson identifies the most prominent and frequently listed instructional concerns. The chair person prioritizes the concerns, uses this list to establish the topics for each meeting over the school year, and finds the resources (people) who may best address and solve these concerns.

4. Once each year every grade meets with the teachers directly about them and once each year they meet with the teachers directly below them.

5. THE GOVERNOR, STATE SUPERINTENDENT, LOCAL SUPERINTENDENT, and BUILDING PRINCIPAL all inform their respective teachers that they VALUE district-wide, grade level meetings because these meetings will dramatically improve the quality of instruction for every teacher.

Schoolhouse Decision Makers should be saying "Let's get these teachers meeting together for the purposes of cooperating and networking; let's unleash this untapped potential; we value teachers not only as decision makers but also as cooperators and networkers."

Staff
Osburn Elementary School (Grades K-3)
Box 1008; Osburn, ID 83849

To help control students going to the bathroom, the staff chose to have wooden teddy bear passes (1 with a pink heart & 1 with a blue heart) for each classroom. The bears hang on a rope that the child can put on like a necklace. This serves 2 purposes.

a. only 1 girl or boy can be out of the room at a time to go to the bathroom.

b. when the child is in the hall any adult knows that they have permission because the pass is very visible.

The teddy bear bathroom passes worked so well, we had apple shaped wooden passes made for hall passes. Again, the apples are easy to see, so any adult knows that the child has permission to be in the halls.

Ruth Taylor on behalf of Park Intermediate School Staff
Park Intermediate School - Weiser School District 431
758 East Park; Weiser, ID 83672

A committee of teachers was formed to improve playground behavior. After a policy was developed, the teachers approved it and implemented the plan. Each time, time in the classroom is taken to read procedures and rules to the students. At the end of each day the list of playground problems is turned in to the office. These problems are copied and sent to each classroom teacher. The teachers discuss the problems at the beginning of the next school day. The classroom teachers also spent time each day teaching behavior units called Positive Action. Positive behaviors are discussed and practiced. Rewards are given out on daily and weekly basis as positive behaviors are observed by others. Classrooms and individuals can earn rewards.

Two teachers from our building serve on the curriculum committees for a given subject area. The other members of this committee are all teachers from the other buildings in our district. The teachers set the goals and objectives for the subject. The year after a curriculum is written, a textbook is adopted that follows the goals and objectives of the curriculum. The textbooks are reviewed by each teacher at the grade level. The teachers who served on the curriculum committee act as the chairman of the textbook search. At the end of the process the teachers vote for their choice of textbooks.

We have an assertive discipline committee composed of a teacher from each grade level and a student representative from each 6th grade classroom. This committee plans the payoffs for good behavior each month. The positive action committee is composed of three staff members, one teacher and two paraprofessionals, and a student representative from each 6th grade classroom. This committee plans the positive action assemblies.

Our hiring is done by a committee of two teachers from the grade level with the vacancy, the special education teacher, a board member, a parent, and the principal.

For the past two years we have had a playground improvement committee. The purpose of this committee is to improve the equipment and activities available to the students.

Sheryl B. Phillips
A.H. Bush Elementary
380 West Anderson; Idaho Falls, ID 83402

Teacher Resource Handbook

Mathematics Journals, Students writing to improve Learning, Thinking and Reasoning.

Writing is a tangible form of thinking, learning and processing information. When students write, they focus learning. Writing is reciprocal. If students write, they focus thinking and learn; the more they write the more they learn; and writing records learning.

Every child can participate at once. The teacher is able to hear all, help all. Writing gives everyone a chance to learn.

Teachers find it easy to use writing in most subjects. Mathematics is a problem subject; therefore this handbook can get many started. Please carefully read the introduction! We need more writing in Idaho schools! Let's get back to the basics, reading, writing and arithmetic. This thesis project covers writing and arithmetic. Thanks!

Ann Heida
Melba Elementary
P.O. Box 185; Melba, ID 83641

To promote vocabulary development, I encourage the students to look through the dictionary for an unfamiliar word. After reading the definition, the students draw a picture of what the word means. The word is written under the picture. As the student shows the picture to the class, the other students try to guess the meaning of the word.

These word cards can be bound together and practiced daily as a class. Eventually, I cover up the picture and have the students tell what the word means without using the visual aid of the picture.

Donna Looze
Bonneville Elementary
320 N. 8th; Pocatello, ID 83201

Approximately 25 years ago, School Dist. #25 instituted the FIRST Montessori pre-school public school program in the nation. (140 school districts nationwide have now adopted Montessori programs spanning a variety of age groups.) The Montessori program is an individualized one which utilizes a prepared environment that stresses hands-on, self-correcting materials and a teacher who observes each child closely to be able to direct each child to specific materials that will meet his/her needs and stages of development. This produces a self-disciplined, independent learner who can concentrate and who is eager for knowledge. (Come visit us!!)

Jill Kennedy Parker
Substitute Grades K-12 Various Boise Elementary/Secondary
724 Warm Springs Ave.; Boise, ID 83712

In conjunction with the daily snack program, pool all snack materials for 3 or 4 classrooms in 1 place that the children and volunteers will run under the team of teachers for those classes. Reproducibles from all teachers could be pooled in the same area so that an exchange of ideas between teachers could go on along with a teacher/parent exchange as the "snack" parent helps with other things for the teacher such as running copies for individual children who have chosen something that is going on in another class that day and they have seen as they prepared snacks for their own class.

Jane Lewis
A.H. Bush Elementary
380 W. Anderson; Idaho Falls, ID 83402

I envision more collegial interaction and related activities for my school. Criteria could be established each school year for promoting effective decisions with regard to:

- curriculum planning
- staff evaluating
- colleague motivation
- conflicts with the parent or student
- professional growth

Jeannie Fitch
Riggins Elementary School
Box 872; Riggins, ID 83549

As a first grade teacher, I am accountable for my children's performance academically, emotionally, and socially. To better help a language impaired student, I developed a sign language program in my first grade classroom for all my students. The learning environment created from this project was astronomical! Not only did my special student greatly increase her language development and her communication skills, but the entire class was rewarded with both, also.

We began with simple signs of the alphabet, colors, numbers, and animals, and continued on to sentences, songs, spelling words, simple directions, and the Pledge of Allegiance. One highlight of this project was that the special student was my teacher/helper to assist others in signing skills as she knew a few signs when school began last fall. This simple but valuable measure helped her gain acceptance into a regular classroom environment and become a part of the class. They treat her right and she "belongs" to this group of students.

The first graders are able to tell stories, ask questions, and give directions. They have performed songs in sign as well, and given small programs to other students with their sign language skills.

One other attribute of this sign language and spelling combination is directed at my special student. Since she cannot print letters correctly, she cannot "spell" on paper, but her "spelling test" is to sign the word accurately to me, as all the students do, and say the word correctly, helping to communicate and develop language skills.

The parents of these first grade students totally support this project and are hoping that it continues in the second grade. To help promote this continuation, I am producing a video of the sign language we learned this year as an "accumulative file" for the second grade teacher to view and review with her students, then add to the program. I have also proposed a sign language class to be taken by all teachers and aides who work with our special student or who are interested in learning a second language.

Rewarding and wonderful sum up this special signing project. All my students have a good start to a second language and all of my students are a part of each other, accepting each other, and learning from each other the academic, emotional, and social adjustments each is required to make in the first grade setting.

Raina Bohanek, Patty Perry, Kelley Sims, Jodi Wilson, Nancy Valiquett
Harding Elementary
15th and Indiana; Coeur d'Alene, ID 83814

WHAT WE DID: In the fall of 1991 our school's five primary teachers (Grades 1 and 2) restructured from stratified, traditional First and Second grades to a cross-aged primary where each classroom houses 6, 7, and 8 year old learners.

WHY WE DID IT: Based on our beliefs about how young children learn and in response to our training stemming from the "Early Literacy Inservice Course," we restructured to better align our practices with our beliefs. The cross-aged primary environment allows:

1. More support for all learners in all areas (intellectual, social, emotional, physical).

2. A more natural and cooperative environment where all age learners learn from each other.

3. The focus to be on the child as a responsible learner in charge of the learning.

WHAT OUR EXPERIENCE HAS BEEN: The daily experiences each child engages in allows each individual to progress in his or her own best way and with materials and responses most supportive for each learner's developmental needs. Children are encouraged to formulate questions and wonders, identify resources, design a plan for finding out what they want to know and access appropriate resources. All members of the class learn from each other, both what they discovered and the process used. The children respond to each other's attempts with value and sincerity, learning the language of cooperation and caring. First attempts, rarely perfect, are viewed and even discussed by the children as a learning step toward a better attempt "next time when we have more experience."

Because this is a more natural learning environment, learning naturally continues when the children leave for home. Since age is not the prime determining factor in knowledge anymore, it is not uncommon to have children bring in "homework" that a younger or older sibling or parent got interested in and sent into class.

Our decision to design a cross-aged learning environment has been a positive experience for all involved, students, parents, and staff. It has helped our school take one step closer to our vision of a true "community of learners."

Polli Dixon and Bette Price
Harding Elementary School
411 15th St.; Coeur d'Alene, ID 83814

Reading Recovery is a short-term, one on one, early intervention program for young children who are experiencing difficulty in learning to read. It is designed to help at-risk readers make accelerated progress and catch up to their peers by teaching them strategies for independent problem solving. Daily 30 minute lessons build on what each child knows and actively engages them in reading and writing. The Reading Recovery teacher provides prompts, praise and pertinent questions to promote the formation of internal control over reading and writing process.

A crucial component of Reading Recovery is the daily parental involvement at home which allows children to practice what they've learned and share an enjoyment of literature. There is a parent meeting early in the year to orient and answer questions about the program their child is involved in.

Throughout the year there is frequent contact between Reading Recovery teachers and parents for mutual support and to share successes and insights.

Reading Recovery teachers work collaboratively with classroom teachers to determine how to design learning environments that facilitate success.

At Harding Elementary in Coeur d'Alene, Idaho both the Chapter One teacher and Special Education teacher are trained Reading Recovery Teachers. The benefits of this program are evident in not only reading success but the increased self-esteem of each child involved.

Patti Perry, Kellie Sims, Jodi Wilson, Raina Bohanek, Nancy Valiquette
Harding Elementary
15th and Indiana; Coeur d'Alene, ID 83814

E.L.I.C. is an in-service course that teaches teachers why and how teachers provide experiences in the classroom that support "The Conditions for Learning" as outlined by Brian Cambourne, an Australian educator. Our staff has a philosophy that matches these conditions. Therefore we needed staff development that would support our philosophy.

The course has enabled our teachers to take students from where they are developmentally to the next step in their learning. Teachers expect that all students will learn.

The course has helped our teachers provide an interaction model where students learn to work along side one another. Students are expected to take responsibility for their learning and see that learning is a life-long process.

Parents see our instruction supporting learning in the home. Students and parents are involved in projects that allow students to practice and extend what is learned at school. We feel E.L.I.C. has helped us instruct students the way children learn language in the home.

The students and teachers negotiate the curriculum. Reading and writing are taught within the context of what they want to learn. Learning, therefore, becomes more motivating because students have ownership in what is learned.

E.L.I.C. has provided our teachers with several methods of assessment. We see assessments as a tool to tell us the next step in a child's learning not just to see what the student does not know. It has shown us how to use running records, analyze writing samples, and to observe children at work.

As a result of the implementation of E.L.I.C. we believe our students no longer see learning as just a schooltime activity or a course that they have completed. What they learn at school is related to what they experience in their world and the world of adults.